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ABSTRACT

Twenty five urban centers, 70 Indian tribes, and 60 public television stations responded to questionnaires in an attempt to collect information useful to the process of making programmatic decisions about future goals and activities of the Native American Public Broadcasting Consortium (NAPBC). The Tribal and Urban Center questionnaires were concerned with facilities, information sources, media involvement, media equipment, and programming preferences of respondents. Radio and television were generally available to tribes and populations served by urban centers, and educational television was the preferred source of information. Most respondents in both categories wanted a trained media specialist available or on staff. Culture, history, survival skills, employment, economics, and developing a positive self-image were seen as important program topics. Of the responding public television stations, only about 25% had 5 to 10 hours of Native American programming per year, despite having Native American audiences. Lack of money and knowledge prevented production of such special interest programs. Indian culture, arts, and social issues were topics perceived as interesting to Native American viewers. Overall, top priority Native American media needs were determined to be programming, training, and information delivery systems. The questionnaires are included with complete data tabulations for each. (SE)

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NATIVE AMERICAN MEDIA NEEDS: AN ASSESSMENT

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Native American Public Broadcasting Consortium
Lincoln, Nebraska

January, 1979

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SECTION I

OVERVIEW

NATIVE AMERICAN MEDIA NEEDS: AN ASSESSMENT

Overview

The Native American Public Broadcasting Consortium (NAPBC) of public television stations began operations in August, 1977. The NAPBC national headquarters is located at the NETV Telecommunications Center in Lincoln, Nebraska. During its first year of operation the primary NAPBC goal was to establish a library to pool and distribute quality programming BY, FOR and ABOUT Native Americans to public television stations and educational institutions.

As the NAPBC became known as the national Native American media resource center, the office began receiving daily requests for information and/or assistance. These requests came from tribal, educational, urban and governmental organizations as well as public television stations. Inquiries ranged from television programming and production consultations to job training and placement. Additionally, NAPBC representation was requested at Native American conferences. Inquiries were also received concerning satellite distribution and Native American radio and television facilities development.

In many instances the NAPBC acted as a liaison between parties. Occasionally, the office became a facilitator. It was obvious from the requests, however, that many Native American media needs were not being met by existing services and programming.

The purpose of this study was to collect information useful to the process of making programmatic decisions about future goals and activities of the Native American Public Broadcasting Consortium. The purpose was fulfilled. The full Native American Media Needs Assessment (NAMNA) report of survey results includes comments which are designed to alert the reader to those data which

may be difficult to interpret. By doing so, we hope to reduce the potential for misusing data and to offer guidance to those who may attempt similar studies in the future.

Three individual survey components of the NAMNA were developed: (1) Tribal Media Questionnaire (TMQ), (2) Urban Center Media Questionnaire (UCMQ), and (3) Public Television Questionnaire (PTQ). These were seen to be the major potential service areas of the NAPBC.

The questionnaires were mailed in September and October, 1978. Preliminary results were tabulated in November, 1978. Questionnaires were accepted through January 11, 1979, at which time final results were tabulated.

The preliminary results of the survey were presented to the semi-annual meeting of the NAPBC Board of Directors in November, 1978. The Board made long-range planning decisions concerning NAPBC operations at that time. The Board planned NAPBC services to make the most efficient and effective use of available and potential resources to meet existing Native American media needs.

Native American programming, training and information delivery systems were determined to be top priority Native American media needs. Comprehensive programs are currently being developed by NAPBC to address these needs.

The following is the full Native American Media Needs Assessment (NAMNA) Report. This report includes the executive report and tabulations for each questionnaire.

We wish to thank all who responded. We are pleased to include your needs and views in our tabulations and considerations.

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January, 1979

SECTION II

EXECUTIVE SUMMARIES

Tribal Media Questionnaire

Executive Summary

Procedure

The Tribal Media Questionnaire (TMQ) component of the Native American Public Broadcasting Consortium (NAPBC) Native American Media Needs Assessment (NAMNA) was mailed to 276 tribal groups in the United States. The major portion of the mailing list included all tribes listed in "Governing Bodies of Federally Recognized Indian Groups (Excluding Alaska)" published by the United States Department of the Interior, Bureau of Indian Affairs (June, 1975). In addition to the BIA listings, this list was expanded to include Alaskan tribes and several other groups of which the NAPBC was aware. The goal was to query every Native American tribe in the United States for which an address was available. Questionnaires were addressed to tribal heads (i.e., chief, chairman, president, governor). The accompanying cover letter requested that the tribal head or a "qualified spokesman" reply to the questionnaire.

The initial questionnaire was pilot tested in early September, 1978. The revised questionnaire was mailed September 29, 1978. Two follow-up letters were sent during October, 1978, to encourage response to the questionnaire.

One questionnaire was sent to each tribal head. A second questionnaire was supplied upon request in those cases where the first questionnaire was lost. Only one questionnaire was completed by each of the responding groups.

Response Rate

Of the total 276 questionnaires sent one percent (N=3) were returned as undeliverable; twenty-six percent (N=71) were returned by respondents. Of these one percent (N=1) was not filled out completely enough to be usable. Thus the final response rate was twenty-five percent (70 of 276) usable returned questionnaires.

Respondent Characteristics

The seventy questionnaires tabulated represented responses from eighty-three tribes. (Some responses came from multiple-tribes as in tribal coalitions.) These tribes self-reported a total of 344,458 members. Size of responding tribes varied from the Cuyapaipe (California) tribe with six members to the nation's largest tribe--the Navajo (Arizona)--with over 150,000 members. Responses were divided into four (4) categories by number of tribal members for clarification in interpreting data. Categories and number of responses in each category include: (1) Under 1,000 (N=30), (2) 1,000-4,999 (N=28), (3) 5,000-19,999 (N=11), and (4) 20,000 and Over (N=1). The distributions of the responding total groups by geographical location and tribal size generally correspond to the overall Native American population.

Most responses (58 of 70) came from tribes west of the Mississippi River. Responses by state included California (N=13); Oklahoma, Washington (N=8); Arizona (N=7); New Mexico (N=5); Minnesota, Wisconsin (N=4); Michigan, Montana, Nevada (N=3); Florida, South Dakota (N=2); Idaho, Louisiana, Maine, Mississippi, Nebraska, New York, Oregon, Wyoming (N=1).

Survey Findings

Facilities. Over half of the respondents (43 of 68) reported 76-100% of the homes in their tribal land area had electricity. Twice the number of tribes responded that 76-100% of the homes had radios than had television sets (43 versus 20). Considerably more respondents reported not having cable television service as did (47 versus 18). Several respondents indicated that cable television service was available only in some parts of the tribal land area. A very low percentage of homes had cars or trucks equipped with CB radios. Most responses

(51 of 68) fell in the 0-25% category.

Information sources. Twice as many respondents reported receiving programs from a public educational television station (N=44) than received programs from a public educational radio station (N=22).

Only nine percent (6 of 68) reported receiving programs in the native tongue. Of these, most (5 of 6) were broadcast to larger tribes (5,000+).

When asked how most people in the tribal land area got information about Native American issues, 106 of 157 responses (68%) indicated print media, while 42 of 157 responses (27%) indicated broadcast media.

If a regional/national Native American news program was produced, forty-eight percent of the respondents (31 of 64) indicated that public ETV would be the most preferred way to receive it, while thirty-four percent (22 of 64) indicated that public radio would be most preferred. Nine percent (6 of 64) indicated that both ETV and public radio were preferred.

Tribal media involvement. Few respondents (17 of 68) reported a "very active" media office or staff. Of those services provided, most (22 of 40) involved news dissemination or tribal promotion (12 of 40).

Forty-one percent (27 of 66) of the respondents reported having a media specialist available to help run the equipment. Fewer (28%) reported having a media specialist to help with productions.

Fifty-one of sixty-six (77%) respondents indicated that they would like to see someone from their tribe trained to operate media equipment or to produce or assist with productions. Twenty-four (47%) would prefer training in the area of public television, twenty-four (47%) in public radio, and thirty-one (61%) training as a media specialist. It was much more likely that the

trainee would be a college/junior college student (32%) or member of the tribal council (20%) than a teacher (9%).

Media equipment. The seven most available types of media equipment were reported to be (from highest to lowest): (1) cassette tape recorder (59 of 70), (2) 8-track cartridge tape recorder (39 of 70), (3) carousel slide projector (37 of 70), (4) 16mm film projector (35 of 70), (5) 35mm slide camera (33 of 70), (6) filmstrip projector (29 of 70), and (7) overhead projector (27 of 70). (Note: not limited to one response.)

Of those planning to purchase new equipment there was no clear trend toward a particular type of equipment.

Schools. Over half (37 of 70) of the respondents indicated that 75% or more Native American students are presently enrolled in public schools. One hundred percent of the respondents (68 of 68) indicated that they would like to see more programs about Native Americans developed for school children.

The most preferred media for programs about Native Americans developed for school children were 16mm film (44 of 68) followed by filmstrips (23 of 68). (Note: not limited to one response.)

Programming. "Cultural," "heritage," and "historical" were clearly first choices for Native American programming for school children. Second preferences included legal, tribal government, importance of education, health and self-concept issues.

Respondents' adult programming choices primarily involved coping (survival) skills, including health (alcoholism, nutrition); employment (training, job seeking); economic; social (child care, assertiveness, education); and

integration of traditional views with contemporary life styles.

Program topics for elderly were less clear than for children and younger adults. There were numerous requests for survival skill information--especially related to health and social services. Also mentioned frequently were language and heritage preservation along with transmission of culture.

Native American Public Broadcasting
Consortium
Lincoln, Nebraska
January, 1979

Urban Center Media Questionnaire

Executive Summary

Procedure

The Urban Center Media Questionnaire (UCMQ) component of the Native American Public Broadcasting Consortium (NAPBC) Native American Media Needs Assessment (NAMNA) was mailed to sixty-two (62) Indian urban center executive directors in the United States (including Alaska). The NAPBC goal was to query every Indian urban center for which an address was available.

The initial questionnaire was pilot tested in September. The revised questionnaire was mailed October 23, 1978. A follow-up letter was sent November 3, 1978, to encourage response to the questionnaire. Questionnaires were accepted through January 11, 1979, at which time final results were tabulated.

One questionnaire was sent to each executive director. A second questionnaire was supplied upon request in those cases where the first questionnaire was lost. Only one questionnaire was completed by each of the responding urban centers.

Response Rate

Of the total sixty-two questionnaires sent, one (2%) was returned as undeliverable. Twenty-five (40%) were returned by respondents. Of these all were filled out completely enough to be usable. Thus, the final response rate was 40% (25 of 62) usable returned questionnaires.

Respondent Characteristics

The questionnaires tabulated represented responses from twenty-five Indian urban centers.

While the mailing list did not include every Native American urban center in the United States, it was comprehensive in that it offered a wide geographic distribution representative of major areas of Native American urban concentration.

Responses came from urban centers located in most parts of the United States with the exception of the Southeast. Responses by state and city include: California (N=3), Los Angeles, San Bernardino, (? city); New York (N=3), Buffalo, New York City, Syracuse; Oklahoma (N=3), Holdenville, Lawton, Tulsa; Arizona (N=2), Flagstaff, Phoenix; Michigan (N=2), Lansing, Michigan Indian Benefit Assn.; Missouri (N=2), Kansas City, St. Louis; Washington (N=2), Tacoma, Yakima; Alaska (N=1) Kotzebue; Illinois (N=1), Chicago; Maryland (N=1), Baltimore; Massachusetts (N=1), Boston; Minnesota (N=1), Minneapolis; North Dakota (N=1), Bismarck; Ohio (N=1), Cleveland; Wisconsin (N=1), Milwaukee.

Survey Findings

Facilities. Most respondents, 72% (N=18), reported 76-100% of the homes in their community service area had electricity. None reported less than 50% of the homes had electricity. Eighty-four percent (21 of 25) reported over half of the service area homes had television sets and ninety-six percent (24 of 25) had radios. Cable television service was available to 60% (15 of 25) of the homes. Forty-eight percent (12 of 25) reported a quarter or less of the homes had cars or trucks equipped with CB radios.

Information sources. Ninety-six percent of the respondents (24 of 25) reported receiving programs from a public educational television station, while fifty-six percent (14 of 25) reported receiving programs from a public

radio station. Of the twenty-four responses to the question dealing with quality of television reception, seventeen (71%) judged it "Good most of the time." Of the fourteen responses dealing with quality of radio reception, nine (64%) judged it "Good most of the time." Only 8% (2 of 25) reported receiving programs in the native tongue.

When asked how most people in the community center area got information about Native American issues, 38 of 64 responses (59%) indicated print media, while 19 of 64 (30%) indicated broadcast media. (Note: not limited to one response.)

If a regional/national Native American news program was produced, 83% (19 of 23) of the respondents indicated public educational television was the preferred media, while 13% (3 of 23) indicated public radio as the preferred media.

Tribal media involvement. Several urban centers (9 of 24) reported having "very active" staffs working in media. Of those services provided, most involved news dissemination (11 of 32) and clearinghouse for outside media (5 of 32).

Twenty-two of the twenty-three respondents indicated that there were people in their community center who would like to work in media. When asked in what areas of media people would like to work, "media specialist" was first with thirteen responses, "public radio" second with twelve and "public educational TV" third with nine.

Forty-eight percent (12 of 25) of the community centers reported having a media specialist available to help run the equipment. Thirty-six percent (9 of 25) reported having a media specialist to help with productions.

Twenty-two of twenty-five respondents (88%) indicated that they would

like someone trained to operate media equipment or to assist with productions. When asked who that person would most likely be, twenty of twenty-six responses were "member of urban center staff." (Note: not limited to one response.)

Media equipment. The six most available types of media equipment were reported to be (from highest to lowest): (1) cassette tape recorder (22 of 25), (2) 16mm film projector (15 of 25), (3) carousel slide projector (14 of 25), (4) 35mm camera (13 of 25), and (5) 8-track cartrige tape recorder (12 of 25).

Of those planning to purchase new equipment, there was no clear trend toward a particular type of equipment.

Schools. Over three-fourths (19 of 25) of the respondents indicated that 75% or more Native American students are presently enrolled in public schools. One hundred percent (25 of 25) of the respondents indicated that they would like to see more programs about Native Americans developed for school children.

The most preferred media for programs about Native Americans developed for school children were 16mm film (22 of 25) followed by filmstrips (16 of 25).

Programming. Culture and history were clearly first choices for Native American programming for school children.

Respondents' choices for adult programming involved coping with urban society and developing a positive self-image.

There was no clear trend toward a particular program topic for elderly Native Americans.

Native American Public Broadcasting
Consortium
Lincoln, Nebraska
January, 1979

Public Television Questionnaire

Executive Summary

Procedure

The Public Television Questionnaire (PTQ) component of the Native American Public Broadcasting Consortium (NAPBC) Native American Needs Assessment (NANNA) was mailed to public television licensee executive officers in the United States. The mailing list was taken from the public television stations listed in the 1978 NAEB Directory of Public Telecommunications. It included 154 of the 155 names on the list. One questionnaire was sent to the executive officer of all licensees.

Nebraska Educational Television received only one questionnaire although it holds two licenses. The same executive officer was listed twice--once for each of Nebraska's two licenses.

A second questionnaire was supplied upon request in those cases where the first questionnaire was lost. Only one questionnaire was completed by each of the responding public television licensees.

The initial questionnaire was pilot tested in October, 1978. The revised questionnaire was mailed October 21, 1978. A follow-up letter was sent November 7, 1978, to encourage response to the questionnaire. Questionnaires were accepted through January 11, 1979, at which time final results were tabulated.

Response Rate

Of the total 154 questionnaires sent, sixty-four (42%) were returned by respondents. Of these sixty were filled out completely

enough to be usable. Thus, the final response rate was 39% (60 of 154) usable returned questionnaires.

Respondent Characteristics

Three-fourths (45 of 60) reported having a Native American (NA) population within their licensee broadcast signal coverage area. The largest NA viewership reported was 5%. The NA viewership was reported to be about equally divided between urban (N = 16) and rural (N = 18). Four respondents indicated both urban and rural and seven did not respond to the question.

The sixty respondents represented licensees in thirty-two states including Alaska and Hawaii. California reported the greatest number of responses with 7. It was followed by Ohio (6); Tennessee (4); Indiana, Texas (3); Arizona, Florida, Idaho, Maine, Missouri, New York, Oregon, Pennsylvania, South Carolina, Wisconsin (2); Alabama, Alaska, Colorado, Hawaii, Iowa, Kansas, Louisiana, Massachusetts, Minnesota, Mississippi, Nebraska, Nevada, South Dakota, Utah, Washington, West Virginia, Virginia (1).

Programming

When asked to indicate when they had broadcast the most recent program of special interest to NA's, nineteen of forty-eight (39%) answered "within the last six months." The most frequently reported quantity of such programming was five to ten hours per year (9 of 41) followed by under five hours per year (8 of 41); one to three hours per month (7 of 41); and over ten hours per year (6 of 41).

When respondents were asked how they decided to book this type of programming, forty-three percent (23 of 53) cited overall quality as the first criterion. General viewership interest was second with twenty-five percent (13 of 53). Twenty-three percent (12 of 53) noted Native American audience potential.

Licensees were asked to comment on their criteria for determining the quality of programming of special interest to Native Americans. Sixty-four percent (27 of 42) of the respondents did not distinguish among programming categories (i.e., documentary, public affairs, etc.). These respondents stressed overall quality and general viewership interest.

Respondents stressed quality criteria for individual programming categories as follows:

Documentary--objectivity
Public affairs--information quality
Realistic drama/docu-drama--production quality
Arts and culture--performance quality, authenticity and general viewership potential
Sporting events--competence of talent and importance of event

When asked what form of ascertainment respondents used to determine a need for NA programming in their broadcast area, "regular" (FCC) ascertainment procedures were noted with numerous references to personal NA contact and community interviews (29 of 40). Seventy-six percent (41 of 54) reported "no response" from viewers to previously broadcast NA programming. Where response was noted (12 of 54), all responses (12 of 12) were "somewhat positive" to "very positive."

Indian culture and heritage was selected by the greatest number (21 of 47) of respondents as first preference of program topics of

general interest to their viewership. Indian arts (9 of 47), Indian social issues (8 of 47), and Indian political issues (8 of 47) followed.

Success in promoting minority programming included local promotional meetings; local newspaper, magazine and on-air promotion; minority newsletter ads and contact through local minority churches, agencies and organizations.

Thirty of fifty-eight (52%) respondents reported that they had not recently (within the past three years) produced nor did they plan to produce any programs of special interest to NA's. Lack of financial and personnel resources, along with lack of sizeable NA populations and lack of knowledge about NA interests and needs were cited as reasons for not producing this type of programming. Respondents noted that increased funding, personnel and local NA interest would encourage this type of production.

Production Capabilities

Seventy-seven percent (53 of 69) listed 2" Quad as their primary broadcast format. (Note: some respondents listed more than one preference.)

When asked whether they were considering changing their primary broadcast format, fifty-seven percent (32 of 56) said "no," twenty-one percent (12 of 56) said "yes," and twenty-one percent (12 of 56) said "maybe." Of those considering a change eighty-three percent (20 of 24) indicated a change to 1" VT format. Nine of the twenty (45%) indicated 1979-1980 as the anticipated date of change.

Station Production

Seventy-one percent (39 of 55) indicated that their station was interested in contract production. Production staffs were provided by thirty-one of the fifty-five (56%) responding stations. Stations rather than outside contractors retained administrative control of production grants in most cases (44 vs. 1).

Forty-seven percent (26 of 55) controlled distribution rights, while forty percent (22 of 55) were willing to negotiate this.

NAPBC Services

Twenty-nine of fifty-three (55%) had received the NAPBC catalog. Of those, seventy-two percent (18 of 25) reported it "very easy to use." One hundred percent (26 of 26) said it provided sufficient information. Seven of fifty-three had used the library. Increased awareness of available programming (18 of 25) and greater number of available programs (7 of 25) were cited as first choices for services the NAPBC could provide to increase Native American program bookings.

When asked what production assistance services the NAPBC could provide stations, locating funding sources ranked highest in total responses (N = 48). It was followed by writing/developing proposals (N = 47), NA consultants (N = 46), and NA production personnel (N = 43). "Great need" was cited by twenty-nine of the forty-eight needing assistance in locating funds; eighteen of forty-six needing NA consultants; fifteen of forty-three requesting NA personnel and thirteen of forty-seven needing writing assistance.

Native American Employment

Thirty-six percent (20 of 56) respondents reported now having or having had NA employees or trainees on staff. Data concerning current hiring practices were difficult to interpret due to apparent sensitivity noted by several respondents to equal employment opportunity (EEO) requirements. However, sixty-five percent (35 of 54) respondents did report that they currently had positions that could be filled by qualified Native Americans. Several underlined or otherwise stressed the word qualified.

Professional publications (PACT) was frequently mentioned (42 of 57) as the most effective method for recruiting people to fill available positions.

Training

When asked if a training program for NAs in the media were developed, which location would be best, eighty-two percent (46 of 56) selected individual PTV stations (and/or transmitters) located near NA populations over a central national facility or regional facilities.

Nearly one-half (25 of 51) preferred to hire a Native American who had completed training elsewhere to one trained at their own station (14 of 51). Twelve of fifty-one had no preference. Comments by respondents stressed the importance that the job candidate be "qualified." Lack of money to train and station understaffing were cited as deterents to in-house training.

Thirty-five of fifty-four licensees reported having the resources necessary to train NAs to work in their stations. Funding and staff

time were the resources most often mentioned as necessary to train a NA. Lack of qualified applicants and lack of openings were seen as obstacles to hiring. Fifteen saw no obstacles to hiring NAs by their station.

SECTION III

VALIDITY

Native American Media Needs Assessment

Validity

Validity is the degree to which the questionnaire measured what it was designed to measure.

A double asterisk (**) before a question indicates that the validity of all or a portion of the responses to that question may be misleading for one or more of the following reasons:

**I - Form of responses given leads us to believe that a significant number of respondents did not understand the intent of the question.

**II - Range of responses indicates no clear pattern of preferences.

**III - Lack of responses by a significant number of respondents makes interpretation of results difficult.

**IV - Response bias may have been provoked by form and content of question.

**V - Responses to question too general for meaningful interpretation.

**VI - Lack of internal consistency of responses within the questionnaire indicates respondent either did not have adequate information to answer question(s) or did not understand the intent of the question(s).

Note: Details may not add to 100% due to rounding.

SECTION IV

TABULATIONS

Tribal Media Questionnaire

Tabulation Summary

Number of questionnaires sent: 276

Number returned as undeliverable: 3

Number of questionnaires returned by respondents: 71

Number of usable questionnaires returned: 70

Percent of usable questionnaires returned: 25%

1. What is the name of your tribe?
2. How many tribal members do you have?
3. How many are urban or city residents?
   How many are reservation or rural residents?

Total Number of Responses by Tribal Size

Number of Tribal Members	Number of Responses
Under 1,000	30
1,000- 4,999	28
5,000-19,999	11
20,000 and over	1

Total Number of Responses by State
(Highest to Lowest)

State	Number of Responses
California	13
Oklahoma	8
Washington	8
Arizona	7
New Mexico	5
Minnesota	4
Wisconsin	4
Michigan	3
Montana	3
Nevada	3
Florida	2
South Dakota	2
Idaho	1
Louisiana	1
Maine	1
Mississippi	1
Nebraska	1
New York	1
Oregon	1
Wyoming	1

Total Number of Urban or Rural Residents

Under 1,000

Name	Number	Urban	Rural
Skokomish	500	180	320
Chitimacha Tribe of Louisiana	430	40% (172)	60% (258)
San Manuel Band of Mission Indians	69	46	46
(Paiute) Susanville Indian Rancheria	146	67	79
Kaibab - Paiute Indian Tribe	250	25% (62)	75% (188)
Morongo Band of Mission Indians	687	387	300
Port Gamble Klallam Tribe	500	150	350
Potawatami	250		250
Cortina Band of Indians	87	71	16
Lake Mewok	115	85	30
Tonawanda Band of Senecas	985	435	550
Picuris	185	40	145
Pueblo of Zia	599	49	550
Cabazon Bank of Chemehuevi/ Cahuilla Indians	25	18	7
Big Pine Band of Paiute/ Shoshone Indians	350	152	198
Prairie Island Community Council	215	103	112
Bay Mills Chippewa Indians	600	150	450
Miccosukee Tribe of Indians of Florida	280	10	270
Suquamish Tribe	485	50% (243)	50% (242)
Havasupai	400	100	300
Ft. Sill Apache	224 (currently)	NR	NR

Under 1,000 (continued)

Name	Number	Urban	Rural
Pauma Band of Mission Indians Luiseno	150	30	120
Wichita Tribe and Afilliates (Waco-Keechi Tawakoni)	976	600	376
Utu Utu Gwaitu Pauite	100	100	0
Cuyapaipe	6	4	2
Shoalwater Bay Indian Tribe	85	30% apx. (25)	70% apx. (60)
Ft. Bidwell Pauites (Gidutikad)	76	0	76
Yurok, Karok and Tolowa (Humboldt and Del Norte Co. Indians)	17	8	7
Duckwater Shoshone	108		108
Muckleshoot	514		514
Sub-total	9,414		

1,000 to 4,999

Three tribes as the Skagit System Cooperative) (Swinomish, Upper Skagit, Sauk-Suiattle)	1,500 (all 3)	200 apx.	500 res. apx. 800 rural apx.
Shoshone	2,200	over ½	under ½
Eastern Shawnee	1,078	NR	NR
Confederated Tribes of the Umatilla Indian Reservation	1,500	500	1,000
Chippewa - Cree	2,200	500	1,700
Wisconsin Winnegabo Business Committee	3,120+ those under 18 yrs.	NR	NR
St. Croix Tribe	1,100-1,500	400	1,100
Sault Ste. Marie Tribe of Chippewa Indians	4,500	99% (4,455)	Less than 1% (45)

1,000 to 4,999 (continued)

Name	Number	Urban	Rural
Lac Courte Oreilles	3,000	1,000	2,000
Mescalero Apache Tribe	2,259	1/4 (565)	3/4 (1,694)
Mississippi Band of Choctaw Indians	4,200	100	4,100
Hoopa	1,500	600	900
Salt River Pima-Maricopa Indian Community	2,750	None	2,750
Shoshone - Bannock	4,000	10% (40)	90% (3,600)
Yankton - Sioux Tribe	4,000+	1,000	3,000
Caddo	2,500	50% (1,250)	50% (1,250)
Fond du Lac Reservation, Minn. Chippewa Tribe	3,000	1,500	1,500
Haulapai	1,125 (Tribal Census not currently approved)	980	145
Spokane Tribe of Indians	1,856	526 near	1,325 members 105 other Indians 300 non-Indians
Te-Moak Bands Western Shoshone	4,000 apx.	300	400
Minnesota Chippewa-White Earth Reservation	3,300 on reservation		3,300
Minnesota Chippewa-Leech Lake Reservation	4,880 (reservation)	"no breakdown"	
Pyramid Lake Paiute	1,300		610
Santee Sioux Tribe of Nebraska	2,500	1,850	650
Ft. Belknap Indian Community Gros Ventre and Assiniboine Tribes	3,863	1,985	1,878
Assn. of Aroostook Indians	1,500		1,500

1,000 to 4,999 (continued)

Name	Number	Urban	Rural
Seminole Tribe of Florida, Inc.	1,300	700	600
Santa Clara Pueblo (Tewa)	1,222		1,222
Sub-total	71,653		
	5,000 to 19,999		
Oneida Tribe of Indians of Wisconsin, Inc.	8,000	5,500	2,500
San Carlos Apache Tribe	8,000	1,000	7,000
Cheyenne - Arapaho Tribes of Oklahoma	7,200+	3,000 est. (not living in old reservation)	4,200 est. (living in reservation boundaries)
Seminole	8-10,000 (9,000)	2-3,000 (2,500)	"the rest" (6,500)
Creek (Muskogee)	10,332	2,000	8,332
Choctaw	17,313 (service area 10½ counties)	25% (4,328) (towns)	75% (12,985)
Colville Confederated Tribes	6,000	20% (1,200)	80% (4,800)
Confederated Salish and Kootenai Tribes of the Flathead Reservation, Montana	5,981	3,200	2,600
White Mountain Apache Tribe	7,500	NR	NR
Sisseton, Wahpeton Sioux	7,000	3,200	3,800
Zuni Tribe	7,065	573	6,492
Sub-total	93,391		

Name		20,000 and Over Number	Urban	Rural
Navajo		150,000+	20,000+	130,000+
	Sub-total	150,000		
	Total Number of Tribal Members	324,458		

Comment: In some cases, totals of urban and rural populations do not sum to total population of tribal members. In those cases where urban and rural populations were reported as a percent, the numerical equivalent was calculated based on total tribal members and is enclosed in parentheses.

4. Is your tribal land area:

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Reservation	23	18	7	1	49	70
Federal Trust	5	3	3	0	11	15
Reservation and Federal Trust	1	4	1	0	6	9
Reservation, Federal Trust and Other	0	2	0	0	2	3
Other	1	1	0	0	2	3

5. What percent (%) of the homes in your tribal land area have electricity?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
76-100%	21	18	4	0	43	61
51-75%	4	7	7	0	18	26
26-50%	1	2	0	1	3	4
0-25%	3	0	0	0	4	6
NR	1	1	0	0	2	3

Comment: The original question provided five response categories. For ease of tabulation, all responses were broken into four intervals and a "no response" category.

6. What percent (%) of the homes have television sets?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
76-100%	10	8	2	0	20	29
51-75%	9	13	6	0	28	40
26-50%	5	4	3	0	12	17
0-25%	4	1	0	1	6	8
NR	2	2	0	0	4	6

Comment: See comment under question #5.

7. Do you receive programs from a public educational television (PBS) station?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	19	18	6	1	44	63
No	11	10	5	0	26	37
NR						

8. If yes, how is the reception?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Good most of the time	11	9	5	0	25	57
Good some of the time	5	7	0	1	13	29
Bad most of the time	3	2	1	0	6	14
NR						

9. What percent (%) of homes have radio?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
76-100%	18	17	7	1*	43	61
51-75%	7	6	4	0	17	24
26-50%	2	4	0	0	6	9
0-25%	2	0	0	0	2	3
NR	1	1	0	0	2	3

* Battery

Comment: See comment under question #5.

10. Do you receive programs from a public educational radio (NPR) station?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	10	8	4	0	22	31
No	18	19	7	1	45	64
NR	2	1	0	0	3	4

11. If yes, how is the reception?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Good most of the time	9	6	3	0	18	82
Good some of the time	1	1	0	0	2	9
Bad most of the time	0	0	1	0	1	5
NR	0	1	0	0	1	5

12. Do you have cable television service?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	5	8	5	0	18	26
No	23	10	5	1	47	67
Other	1	2	1	0	4	6
NR	1	0	0	0	1	2

Comment: Several respondents indicated that cable television service was available only in some parts of the trial land area.

13. What percent (%) of homes have cars or trucks equipped with CB radios?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
76-100%	0	1	0	0	1	1
51-75%	3	1	1	0	5	7
26-50%	3	6	2	0	11	24
0-25%	22	20	8	1	51	73
NR	2	0	0	0	2	3

Comment: See comment under question #5.

14. List the type of media equipment available in your tribal land area:

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #
a) Tape Recorder					
Cassette	22	25	11	1	59
Reel to Reel	8	14	4	1	27
8 Track Cartridge	11	19	8	1	39
b) Videocassette					
Color 3/4"	3	3	4	0	10
Color 1/2"	0	4	1	0	5
Black/White 3/4"	3	3	3	0	9
Black/White 1/2"	1	5	2	0	8
Camera	8	11	4	0	23
Monitor (T.V. set)	5	12	5	0	22
Record/Playback unit	5	10	5	0	20
c) 35mm Slide					
Camera	9	15	8	1	33
Carousel slide projector	12	16	8	1	37
Hand operated slide projector	4	9	4	1	18
d) Super 8 Film					
Camera (sound)	3	4	3	0	10
Camera (silent)	3	1	4	0	8
Projector (sound)	5	5	3	0	13
Projector (silent)	2	1	3	0	6
Film editor	0	1	0	0	1
Camera (unspecified)	0	2	0	0	2
Projector (unspecified)	0	2	1	0	3
e) 16mm Film					
Camera	1	4	3	1	9
Projector	13	16	5	1	35
Film editor	0	1	3	0	4
f) Other					
Closed-circuit television	0	4	2	0	6
Overhead projector	7	12	7	1	27
Filmstrip projector	9	14	5	1	29
Darkroom/silkscreen studio	1	0	0	0	1

15. What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment:

Under 1,000

a) Learning Center Director
School Principal
Chairman
Education Director
Business Manager
Education/Cultural Activities Coordinator
Administrator
Chairperson
Tribal Chairman
Project Director, Johnson, O'Malley
Museum Director
Librarian
Education Coordinator
Council Member
Public Relations
Varies--five separate programs
Director of Cultural Development or Curator
Principal Elementary School
Tribal Manager
Bookkeeper
Secretary
Vice-President
Teacher/Principal

1,000-4,999

b) Public Education Officer
Property and Supply
Media Specialist
Media Production Director
School Faculty
Various Department Heads
Property and Supply Officer
Each program buys its own equipment
We do not have such a position
Media Specialist
Coordinator of Adult Education
These are available from the library and public school, but the reservation does not own any AV equipment
Principal, Chief of Police, CAP Director
Museum Director
Equipment is owned by individuals and the school systems
Communications Coordinator
Site-coordinator--Community College
Curriculum/Media Specialists and Indian Studies Coordinator
Secretary

15. (continued)

5,000-19,999

c) Executive Director of Education Board
Property and Supply Personnel
Communication Specialist
Media Technician
Each department responsible for their own equipment
Equipment in various departments

20,000 and Over

d) Executive Director of Film and Media Commission

16. Are there plans to purchase more equipment?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	8	11	6	1	26	37
No	3	1	0	0	4	6
Don't know	15	13	4	0	32	46
NR	4	3	1	0	8	11

If yes, what kind?

Under 1,000

a) Color video, printing press (more plans than $)
Generators
Videocassette camera and playback unit--hopefully
According to need and budget
Microfiche/microfilm cameras/viewers/printers
Another tape recorder
16mm, 35mm slide
Overhead projector
16mm film projector, 35mm slide carousel slide projector

1,000-4,999

b) Slide projector, contract for 16mm film, tape player, 35mm lenses
Microfilm
16mm projector
Updated video tape player, monitor
Video/1 DXC, 1610 color camera, 2 Sony Betamax, 1/2" Porta Pac, 1 Betamax playback deck, 1 Sony backspacer interface with Betamax, 1 3/4" edit deck, 2 B/W Monitors
Dont' know at present time
More cameras and darkroom equipment
In the future
All varieties
Additional videotape equipment

16. (continued)

5,000-19,999

c) Videotape equipment
New camera (35mm), portable video
Assorted

20,000 and Over

d) Videocassette recorder with timer and editor 3/4"

17. Is there a media specialist available to help run the equipment?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	10	11	5	1	27	39
No	14	13	4	0	31	44
Don't know	3	3	2	0	8	11
NR	3	1	0	0	4	6

Comment: No definition was provided of "media specialist." Therefore, no conclusion can be drawn regarding level of skill or training of those classified by the respondents as "media specialist."

18. Is there a media specialist to help with your productions?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	4	9	4	1	18	26
No	18	15	5	0	38	54
Don't know	4	3	2	0	9	13
NR	4	1	0	0	5	7

Comment: See comment under question #17.

19. Are there funds available to pay a media specialist?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	1	7	2	1	11	16
No	24	16	6	0	46	66
Don't know	3	3	3	0	9	13
NR	2	2	0	0	4	6

Comment: See comment under question #17.

20. Would you like to see someone from your tribe trained to operate media equipment or to produce or assist with productions?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	20	20	10	1	51	73
No	0	0	0	0	0	0
Maybe	7	6	1	0	14	20
NR	3	1	0	0	4	6
Other	0	1	0	0	1	1

If yes, who would that person most likely be?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Teacher	2	2	1	0	5	9
Member of Tribal Council	7	4	0	0	11	20
College or Junior College Student	6	8	3	0	17	32
Other	6	11	3	1	21	39

Under 1,000

a) Member/tribe who would show interest in doing the work
Interested individual to be employed
Anyone interested
Curator is being trained in photography
Interested member of the tribe
Other tribal member

1,000-4,999

b) Education, enforcement, biology health staffs
Tribal staff
Community member
Telecommunications student
Tribal member
Specialist, trainee
Adult education
Staff person
Tribal employee
Other staff
Member of general population interested

5,000-19,999

c) Tribal member
Publication information officer
Employee

20. (continued)

20,000 and Over

d) Staff members of Film Commission

21. Are there people in your tribal land area who would like to work in media?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	19	23	10	1	53	76
No	4	0	0	0	4	6
NR	6	5	1	0	12	17
Other	1	0	0	0	1	1

If yes, how many and in what areas?

Area	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #
Public educational TV	6	13	4	1	24
Public radio	6	12	5	1	24
Media specialist	11	14	5	1	31
Other					
Photography/Silkscreen	1	0	0	0	1
Newspaper	1	0	0	0	1
TV/movies	1	0	0	0	1
Tribal newspaper editor	1	0	0	0	1
Library	0	1	0	0	1
Local TV station	0	1	0	0	1
Video--35mm still photo		1	0	0	1
NR	3	3	2	0	8

**I.

Number with Training Number without Training

Comment: Because of the tremendous differential in numerical responses in the portion of the question dealing with numbers with and without training, the respondents' understanding of this portion of the question is suspect.

22. How could we contact people in your tribal land areas who would like to train in media?

Under 1,000

a) Tribal Council (2)
Don't know of anyone interested
Chairwoman
Tribe Administration (9)
Education Chairman

22. (continued)

Under 1,000 (continued)

a) Chairman (2)
Museum Director
Tribe
P.R. or Tribal Center
Newsletter Editor (publish announcement in newsletter which all tribal members receive)
Tribal Council or Elementary School
Post/Tribal Community Center
Business Office
Personnel Department

1,000-4,999

b) Tribal Office/Local High Schools and Colleges
BIA
Business Office
Education Board/Employment Office
Social Services Program
Tribal Central Office/Education Director
Tri-County Osilwa Center
Tribal Governing Board
Tribal Office (3)
Tribal Office/Office of Higher Education or Manpower
Tribal/Proposal Radio Station/Education Department
Tribal Education Department (2)
Tribal Newspaper
Adult Education Newsletter
Community Center and Public Schools
Administration for N.A. or Tribal Council
Tribal Office or Bureau of Education people
Youth Bureau Director or Experimental School
Communications Coordinator/Education Director
Site Coordinator--American Indian Community College
Knock door to door
Neighborhood facility
Special Services Department--Tribal Office

5,000-19,999

c) Business Committee
Tribal Personnel Office or DES Job Service Office
Local newspapers/Tribal newspaper, radio show
Tribal Chief
Communications Specialist
P.R.
Tribal Council
Tribal Offices
Education Department
Education Director
Tribal Personnel Office

22. (continued)

20,000 and Over

d) Film and Media Commission

23. How could we contact people in your tribal land area who are already trained and are looking for work?

Under 1,000

a) Chairwoman
Tribal Office (4)
Tribal Office--Job Developer/Education Coordinator
Chairman
Tribe
Tribal Office as there are none
Chairman or Council
Tribal Newsletter
Indian Publications
Tribal Business Office
Tribal Council
Personnel Department

1,000-4,999

b) Tribal Offices/Local High Schools and Colleges/Employment offices
Journal
Education Board/Employment Office
Tribal Office/Education Director
Tribal Governing Board
Radio Station
Tribal Newspaper
Adult Education Newsletter
Tribal Office (2)
Tribal Employment Office
Tribal Office or Bureau Education
Indian Studies Director
State Colleges/Universities--Tribe Personnel Director
Tribal Employment Counselor
Planner
Indian Counselor
Neighborhood facility
Special Services Department--Tribal Office

5,000-19,999

c) Education Board
DES Job Service Office
Chief
Human Resources--Career Development
Tribal Offices
Education Department
Education Director
Tribal Personnel Office

23. (continued)

20,000 and Over

d) Film and Media Commission

24. What percent of the children in your tribal land area attend the following types of schools:

Under 1,000

a) % BIA	1X100%, 50%, 25%; 3X10%; 1X5%
% Mission	1X10%
% Public	11X100%; 1X95%; 2X90%; 1X80%, 75%, 60%, 50%, 15%
% Contract	2X100%; 1X75%, 5%
% BIA/Public	1X100%
% Other	
Private	1X100%
Reservation	1X50%
Don't attend	1X10%
Day School (K-6)	1X15%
Catholic	1X25%
NR	2

1,000-4,999

b) % BIA	1X90%; 1X33 1/3%; 2X25%, 1X20%, 19%, 15%; 4X10%; 2X5%, 4%, 2%, 1%
% Mission	1X10%, 6%, 1%
% Public	3X100%; 1X99%, 98%; 4X95%; 3X90%; 2X85%; 1X80%; 2X75%; 1X66 2/3%; 1X60%, 40%, 10%, 5%
% Contract	1X10%, 5%
% BIA/Public	
% Other	
Tribal	1X50%
Indian Survival	1X8%
Previously Private	1X1%
Catholic	1X10%
NR	4

5,000-19,999

c) % BIA	1X95%; 2X40%; 1X25%; 2X20%; 1X12 1/2%, 10%, 2%, 1/2%
% Mission	2X10%; 1X2%
% Public	1X99 1/2%, 96%; 2X75%, 70%; 1X60%, 50%
% Contract	1X12 1/2%
% BIA/Public	1X90%

24. (continued)

	20,000 and Over
d) % BIA	1X34%
% Mission	1X3%
% Public	1X60%
% Contract	1X2%
% Other	
Mormon Placement Program and Navajo Academy	1X1%

25. Do you use programs about Native Americans with school children?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	15	20	7	0	42	60
No	12	5	4	1	22	31
NR	2	3	0	0	5	7
Other	1	0	0	0	1	1
If yes, with:						
Elementary	13	19	7	0	39	56
Secondary	10	16	4	0	30	43
Pre-school	1	0	0	0	1	1
If yes, what type of media are used?						
Video						
16mm film	9	13	2	0	24	
1/2" videocassette	0	4	0	0	4	
3/4" videocassette	1	2	0	0	3	
35mm slide	7	8	2	0	17	
Filmstrip	7	13	3	0	23	
Audio						
Audiocassette	4	6	1	0	11	
Reel to reel	2	4	0	0	6	
Cartridge tape	0	4	0	0	4	
NR	4	4	2	0	10	

26. Would you like to see more programs about Native Americans developed for school children?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	29	27	11	1	68	97
No	0	0	0	0	0	0
NR	1	1	0	0	2	3

If yes, what media? Indicate most preferred (1), second preferred (2).

Video					
16mm film	16	20	7	1	44
1/2" videocassette	11	4	2	1	18
3/4" videocassette	4	6	4	1	15
35mm slide	6	6	0	1	13
Filmstrip	13	5	3	2	23
Audio					
Audiocassette	4	6	3	1	14
Reel-to-reel	1	2	0	1	4
Cartridge	4	4	2	1	11
NR	6	4	1	0	11

Comment: Although respondents were asked to indicate a first preference with a "1," and second preference with a "2," many simply checked responses or ranked all the alternatives. The summary includes only those responses which were checked or ranked "1" or "2."

27. Are there funds to rent programs for school use?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	13	7	3	0	23	33
No	14	14	7	1	36	51
NR	3	6	1	0	10	14
Other	0	1	0	0	1	1

28. a) What do you feel is the most important program topic to be developed for Native American children?

Under 1,000

a) History - government
Education
Individualized heritage
Heritage
The Indian yesterday and his geographical area in the U.S.A.
Cultural/ancestoral studies to be able to identify their beginnings

Under 1,000 (continued)

a) Cultural/heritage and realizing it integrally with the whole of their complex living personality in the context of a multi-cultural society
1) Films to develop positive self images; 2) Films to show Native American contributions to living; 3) Various documentaries on Indians in America
School itself--teacher understanding Indians
Indian culture
What future possibilities are for Native Americans and what is available to assist them attain these goals
History and culture of Native Americans
Historical
Background
Bi-lingual and bi-cultural
Tribal government
Culture/cultures; role models of modern Indian leaders; language arts incorporating Indian culture(s)
Language, so it is perpetuated/religion so the old ways are perpetuated--general culture
To understand other Native American cultures
Self-reliance--discipline
Land--legal status and sovereignty issue
Arts
Culture
Culture and historical background
Native American culture
Culture, heritage
To understand self-growth or on becoming holistic. Indians to model good behavior for the young. On developing relationship in meaningful manner
Adaptation to white society without loss of culture
Culture, history

1,000-4,999

b) Tribal histories and tradition in context of local history has not been emphasized
Heritage
Local cultural subjects
Self-concept
Anything involving Indians in the films
Traditional and cultural education with academic educational value
Native language, cultural enrichment combined with an educational setting
Educational
Native American history
True history local--self-image and local relevance--tribal relevance
Tribal governments
Contemporary Indian life
Traditional attitudes and values
How education can and is the only way to gain prosperity and gain the material things of life
Programs to stimulate cultural identity IMPROVING SELF ESTEEM
Native Americans' contributions to society (positive image)
Native American historical perspective

28 a) (continued)

1,000-4,999 (continued)

Native American culture
History; language, culture, identity
History and early Indian culture
Good self-image topics
Informing, motivating and demonstrating ways for the kids to get educated, make good money when they become adults and get involved with their people's way of life
Self-identity and tribal program topic
Reading. Because reading is the key to knowledge.

5,000-19,999

c) American Indian history
Indian language and culture
The improvement of the self-image, providing positive role models for Indian school children to relate to
Culture
Accurate history
History--tribal
Cultural heritage and planning for the future
Cultural
Culture
Culture

20,000 and Over

d) Education beyond high school

28. b) What is the second most important program topic?

Under 1,000

a) Music--culture
Health
To teach children to become more involved in their heritage
Culture
Customs, traditions, religion, lifestyle
Federal laws as applied to their lives and how they effect (sic) lives of reservation residents
Self-determination in its personal and community sence (sic)
Films to develop an awareness of environment--appreciation of nature's bounty
Language
A form of education for non-Indians about the American Indian--how they really live, etc.
Documentary
The importance of one's self
Preserve history, language, culture, etc.
Culture/heritage

28. b) (continued)

Under 1,000 (continued)

Native American children should develop a sense of responsibility through studies on economics and management
Career development
Contemporary Indians and problems. Recognition of Indian contribution to the Universe. The comedy--tragic life of Indian
Contemporary achievement by Indian people
Educational excellence
Inspirational/educational films on Native American people in sports/politics, etc.

1,000-4,999

b) Treaty rights
History of other tribes
Accurate history of Indian people
Health area
Native language, traditional religion, living social customs and modes
Continuing higher education goals
Native American news
Regional relevant material--U.S. history
Tribal history
Self-motivation
Traditional attitudes and values
Health education
Need to further education
Language of the Minnesota Chippewa
Local information (history, government, etc.)
Once the path of higher education is sought to give them important and relevant perspectives of what they are going to face in that path preferably at the high school level and on throughout their education
Historically related materials
Cultural identity and pride in their history and in being Native Americans

5,000-19,999

c) American Indian culture and language
Education
Promotion of tribal government, soverignty (sic), etc.
Social interaction
Cultural films
Educational
Mainstream culture, language and relationship to [tribal] homeland

20,000 and Over

d) Health and cultural heritage

29. a) What is the most important program topic to be developed for Native American adults?

Under 1,000

a) Native treaty rights--history
Careers
To be able to work together
Betterment of education
Legislation, national level, dissemination
Federal laws vs. local laws and the interaction with the reservation
The concept of self-determination both in their own tribe and in the non-Indian community emphasizing involvement (and how to become involved, respect yourself and desires and not tear your hair out in frustration)
Indian culture
How to change attitudes and outlooks toward reaching a point of independency
Historical
Current events as related to Native Americans
The need for the adults to understand their importance to their children and ones surrounding them
In the area of chemical dependency program as it relates to adults as well as children
Programs on self-determination
Coping skills
Education
Vocational training
How to live with one's neighbor
Land, arts and culture also
Developing a sense of responsibility to their children and a need to become sensitive to their needs
Heritage
Spiritual
Guides to helping services of all types. Contemporary Indians, what they are doing
Record known local tribal customs, using local resource people
Adult education
Tribal history--information on current tribal activities, future plans, total participation

1,000-4,999

b) Tribal histories
Pride in themselves
How to combine the old ways with new expectations
Alcoholism
Health, vocational education
Education, participation in tribal government
Native American news
Language--local history spots

29. a) (continued)

1,000-4,999 (continued)

b) Tribally relevant news
Contemporary Indian life
Management of trust funds and finances
Improving self-esteem, cultural identity, etc.
Topics that relate to the Native Americans in the areas of self-image and cultural/social historical support series
Vocational education related to reservation resources, especially young adults
Life coping skill topics
Health-nutrition-diet-alcoholism
Informing them of the mainstream offerings of education, good jobs and programs they can use for themselves and for their kids
How to deal with dominant society and still retain our traditional ways
How to develop personal skills and tribal economic resources without harming the environment or sacrificing cultural identity

5,000-19,999

c) Current events of national American Indians
Education
Motivational topics that will show what Native Americans can do if they get organized and are willing to work for their goals
Culture
History
U.S. government in relation to trust and treaty agreements
Planning
Culture, philosophy, business course
Culture
[Tribal] culture relationship to mainstream

20,000 and Over

d) The aims and goals of younger generation. Modern and traditional ways of life

29. b) What is the second most important program topic?

Under 1,000

a) Indian movements and present day leaders
Money management
Better understanding of how the Federal government works
Assertiveness
Interpretation, defining language in legislation, regulations, simplifying

29. b) (continued)

Under 1,000 (continued)

Job related data to help acclimate the people toward meaningful employment
Cultural heritage and identity
Language
The importance of getting away from total dependency of Federal government--how to interact with the non-Indian business world
Education as it relates to parents and their responsibilities to keep their children in school and education opportunities that an Indian student has in higher education
Self-improvements
Education (careers, etc.)
Culture
Health and economics
The second would be a program to develop a sense of self-sustenance
Career development
The American Indians' various contributions to the world. About the need for unifying tribes for strength in politics. Successful Indians, the exceptional ones
Become better ranchers/workers
Tribal politics, inter-tribal affairs (statewide and nationally)

1,000-4,999

b) Tribal self-government
Traditional parenting and discipline for modern kids
Health
Social customs and how they relate to their children. Continuing education
Native American history
Educationally designed programs--all issues
Self-motivation
Health education
Health--chemical dependence, etc., family problems--mental health
Specific topics such as rights, law, taxes, etc.
Technical information
Child care
Alcoholism
Reading

5,000-19,999

c) Language and history and culture
Indian culture
Learning and preserving the Indian culture through the media
Career development with counseling
Culture
Educational
GED
Development of [tribal] resources and human potentials

30. What is the most important program topic to be developed for elderly Native Americans?

Under 1,000

a) How they lived/live now
Nutrition
To teach the younger children Indian culture
Retirement benefits
Changes in game population, all game fish and wildlife
Preservation of Quin's graves
Social Security and Federal programs that hold supplement living conditions
The need for elders to reclaim their place in the community as prime exponents of the culture
Home care--visits, letters, pen pals, movies, trips, transportation
Senior citizen programs
Documentary
Assistance, medical and social which is available
Information on services specifically for elders

1,000-4,999

b) Tribal self-government
That they are still needed
Health safeguards
Health, safety, mental health
Health, living on fixed income
Ask the elderly, opinions vary
Native American news
Locally relevant news
Tribal history
Importance of maintaining your good health and how to accomplish this feat
Health care--recognizing health problems
Nutrition
Resources available to the aging community
Resources available to them such as Social Security, weatherization, housing, nutrition, etc.
Services available (SSA, etc.)
Guides for health problems with a Native American orientation--dealing with such topics as hypertension, diabetes, diet and nutrition
Show them our battles fought and gained that they were concerned with but limited in their approach
How to serve as useful role models in contemporary Indian society
Retirement and Social Security program
How to communicate with modern young people so that their knowledge and wisdom will not be forever lost
[Tribal] cultural values and relationship of young to the future environment

30. (continued)

5,000-19,999

c) Culture
Services for our elderly
Indian culture
Historical information about their heritage as they learned it from their forefathers
History retention
Current events

20,000 and Over

d) Learn advantages and disadvantages of modern technology

30. b) What is the second most important program topic?

Under 1,000

a) Nutrition--surviving on small income
The best way to survive and where to look for help
Assistance offered to the elderly
To develop the reservation to its full potential without constraint with funds provided by the government--flexibility to develop locally
Travel films as entertainment
Senior citizen consumer awareness
Clinical services
Social Security
Modern movements in Indian country
Language preservation
Health
The development to give past history of the tribes to the children
Available social services
How to use the services in larger cities
Spreading of cultural values
Community activities

1,000-4,999

b) Health
Preserving heritage and family relationships
Housing
Services available to Native Americans
Transmission of culture
Coping with aging
To pass the culture to the children
Leisure
Make them laugh and smile
How to deal with the financial aspects of various elderly programs
Medicine and welfare
All aspects of health care

30. b) (continued)

5,000-19,999

c) Teaching of tradition
Life coping skills
Health maintenance

20,000 and Over

d) Utilizing Navajo experts

31. How do most people in your tribal land area get information about Native American issues?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #
Newspaper	19	20	8	1	48
Tribal bulletin board/newsletter	25	21	10	0	56
Commercial TV	12	6	1	1	20
Public ETV	2	4	1	0	7
Public educ. radio	2	1	1	0	4
Commercial radio	4	3	3	1	11
Other					
Word of mouth	2	4	0	0	6
Council meetings	1	0	0	0	1
Other tribal newsletters, etc.	1	0	0	0	1
Other tribal communications	0	1	0	0	1
Indian publications and newspapers	0	1	0	0	1
Chapter meetings--local issues	0	0	0	1	1
NR	1	1	0	0	2

32. Do you receive programs in your Native tongue?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	0	1	4	1	6	9
No	29	26	7	0	62	89
NR	1	1	0	0	2	3

32. (continued)

If yes, is it on:

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #
Local commercial television	0	0	0	1	1
Local commercial radio	0	0	2	1	3
Local public educational TV	0	0	0	0	0
Local public radio	0	1	1	0	2
Other Non-commercial FM	0	0	1	0	1

33. Does your tribe have an office or staff working in media?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes, very active	2	9	5	1	17	24
Yes, but not very active	6	3	3	0	12	17
No	21	14	3	0	38	54
Yes	0	1	0	0	1	1
NR	1	1	0	0	2	3

If yes, what service does it provide?

Tribal promotion	3	4	4	1	12
News dissemination	4	10	7	1	22
Production	1	2	0	0	3
Clearinghouse for outside media	0	3	0	0	3

Other:

Under 1,000

a) Some promo, more documentary, art awareness
We have an office staff that cooperates with the media
A P.R. man with 29 years experience
Working on brochure for tribal promotion/photo archives project/ book in conjunction with United Indians of all tribes

33. (continued)

1,000-4,999

b) Political coalition to write Indian vote
Reservation tours
Surveys
Public information
Educational preschool, K-12
Initiating a radio station because of the serious lack of communication on vital issues
Complete library/media services
We have a good tribal newspaper

5,000-19,999

c) News dissemination (with "No")
One man operation for newspaper and radio show and all other topics

20,000 and Over

d) None

34. Which of the following would be the most preferred way to receive a regional/national Native American news program (check one)?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Public educational television	11	14	6	0	31	44
Public radio	10	8	4	0	22	31
CB radio	2	0	0	0	2	3
Public educational television and public radio	3	2	0	1	6	9
Public educational television, public radio, and CB	1	1	0	0	2	3
NR	2	3	1	0	6	9
Other	1	0	0	0	1	1

35. If there are media services you need that we have not asked about please describe.

Under 1,000

a) Tribal newspaper (monthly) needed
Havasupai letter
Videotape--we are interested in this
Information booklet publications--important
We plan to develop several slide-tape shows concerning tribal projects and the tribe in general. We we get a "youth grant" from NEH we will be doing several short ones on traditional aspects of technology and culture. We could use help in organization of material and planning the shows.
The reservation is in dire need of good television reception. Besides the enjoyment, the local school district at times refers to programming on the T.V. The children on [name] are not able to receive television because of the location of the reservation. Making school gap just that much larger.

1,000-4,999

b) Public service radio station. This tribe has recently been awarded a grant from the Department of Labor (NESP) for a tribal telecommunications program which would train 7 tribal members, 4 in radio and 3 in video. One of our tribal goals is to have a public service radio station on L.C.O. Perhaps NAPBC could be helpful in our endeavor?
Undated equipment
Our comprehensive plans call for the development of an educational T.V. station, a newspaper and the radio station now being implemented. Although our programs have not had an important media priority we are working towards incorporating equipment and materials into our programs. Our Ed Dept will be responsible for this, but has only recently been established.
Satellite communications systems
I think we need media presentations aimed at non-Indians as an information and educational tool. We need P.R. explaining history, rights, cultural differences, etc. For example: Instead of spending money on attorneys for water rights we should be spending it on P.R. because it always comes down to political solutions.
Educational programs for children. Particularly through public T.V. (i.e. Sesame Street, Electric Company)
Both at the public school and a community college level we could use--urgently--an inventory of N.A. media resources--including films, videotapes, and a guide to obtaining them. The tribe could also use a guide to N.A. publications--tribal newspapers and materials on law, politics and economic development.

35. (continued)

5,000-19,999

c) (Name) Native American newspaper
I would like to be a part of a news coalition for the dissemination of Indian news in newspapers, radio and television. The promotion of cable TV systems for Indian reservations and urban centers. We would be very interested in media training.

20,000 and Over

d) None

36. Would your tribe like to receive the Native American Public Broadcasting Consortium newsletter?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	26	23	10	1	60	86
No	1	2	0	0	3	4
NR	3	2	1	0	6	9
Other	0	1	0	0	1	1

Urban Center Media Questionnaire

Tabulation Summary

Number of questionnaires sent: 62

Number returned as undeliverable: 1

Number of questionnaires returned by respondents: 25

Number of usable questionnaires returned: 25

Percent of usable questionnaires returned: 40%

1) What primary urban tribal populations do you serve?

Name/Tribe	#	%	Cum. Total
Cherokee		31.2	
Pottawatomie		9.0	
Choctaw		6.7	
Chickasaw/Omaha		5.9	
Sioux		5.8	
		% from 1970 Census	
Chippewa			
Menominee			
Oneida			
Stockbridge			
Pottowatomi			8,000
		Variable-Apx. 8,000 total in city	
Payallup	2,000		
Nisqually			
Navajo			
Winnebago			
Sioux			
Seminole			
Creek			4,252
Sioux	"?"		
Cherokee			
Choctaw			
Chippewa			
Navajo			
50 other tribes			

Name/Tribe	#	%	Cum. Total
Navajo		50	
Sioux		No known number. The Navajo	
Creek, Cherokees et al. (5 civilized tribes)		population is estimated at 50% of Los Angeles Indian pop.	
N.R.			
Seneca	2,000		
Mohawk	1,500		
Tuscarora	500		
6 Nations	1,000		
11 Village IRA Councils (Tribes)			4,500 Regional pop. of the 11 communities
Cherokee	500		
Blackfeet	1,000		From service records
Chippewa			
Menominee			
Winnebago			
Lakota			
Oneida			
Kiowa	7,000		
Comanche	6,000		
Apache	3,000		Accurate statistics unavailable
Chippewa	8,000		
Sioux	2,000		
Winnebago	900		
Other	2,000		
All tribes	6,000		
Lumbee	3,000		
Cherokee	500		
Navajo	2,500		
Hopi	300		Approx. services rendered per
Others	400		year by city Indian Center

Name/Tribe	#	%	Cum. Total
Micmac Maliseet Penobscot Passamaquoddy	4,000		
Cherokee Creek Approx. 56 tribes	3,500 "?" Approx. total 25,000		
Mohawk Shinnecock Oklahoma Tribes		50 24 24	
Navajo Pima Apache Hopi Papago Out of State		25 16 13.5 7 6.5 6	
Cherokee California Mission Tribes Oklahoma Tribes Miscellaneous	6,000 3,750 3,750 1,500		15,000
Sioux Chippewa	1,200 750		1,950
Ojibwe Odawa Potawatomi Cherokee	20,000 15,000 8,000 "A Lot"		
Ottawa Chippewa Potawatomi Ojibwe Cherokee	800 600 600 600 100		2,700
Mohawks Onondagas Oneidas Senecas All others		25 20 15 10 30	

**III Comment: Enough respondents failed to provide the "approximate number" of members in each tribe (or provided a percentage rather than the estimated population) that no total population estimate can be made.

**I 2) How large is the urban area you serve?

Comment: It appeared from responses that some respondents interpreted the question to mean how many Native Americans are in the urban area while others interpreted it to mean how large is the total population of the urban area. The later was the intent of the question.

3) What percent (%) of the homes in your community service area have electricity?

	Number	%
76-100%	18	72
51-75%	6	24
26-50%	0	0
0-25%	0	0
NR	1	4

Comment: The original question provided five response categories. For ease of tabulation, all responses were broken into four intervals and a "no response" catagory.

4) What percent (%) of the homes have television sets?

	Number	%
76-100%	5	20
51-75%	16	64
26-50%	2	8
0-25%	1	4
NR	1	4

Comment: See comment under question #3.

5) Do you receive programs from a public educational television (PBS) station?

	Number	%
Yes	24	96
No	0	0
NR	1	4

6) If yes, how is the reception?

	Number	%
Good most of the time	17	71
Good some of the time	7	29
Bad most of the time	0	0

7) What percent (%) of homes have radios?

	Number	%
76-100%	12	48
51-75%	12	48
26-50%	0	0
0-25%	0	0
NR	1	4

Comment: See comment under question #3.

8) Do you receive programs from a public educational radio (NPR) station?

	Number	%
Yes	14	56
No	7	28
NR	4	16

9) If yes, how is the reception?

	Number	%
Good most of the time	9	64
Good some of the time	5	36
Bad most of the time	0	0

10) Do you have cable television service?

	Number	%
Yes	15	60
No	9	36
NR/other	1	4

11) What percent (%) of the homes have cars or trucks equipped with CB radios?

	Number	%
76-100%		
51-75%	4	16
26-50%	4	16
0-25%	12	48
NR	5	20

Comment: See comment under question #3.

12) List the type of media equipment available in your tribal land area:

a) Tape Recorders	Number
Cassette	22
Reel-to-Reel	5
8-Track Cartridge	12

b) Videocassette	
Color 3/4"	2
Color 1/2"	0
Black/White 3/4"	4
Black/White 1/2"	8
Camera	7
Monitor (TV Set)	7
Record/Playback unit	8

c) 35mm Slide	
Camera	13
Carousel Slide Projector	14
Hand Operated Slide Projector	5

d) Super 8 Film	
Camera (sound)	0
Camera (silent)	2
Projector (sound)	0
Projector (silent)	2
Film editor	0

e) 16mm Film	Number
Camera	2
Projector	15
Film editor	1

f) Other	
Closed-circuit TV	1
Overhead Projector	8
Filmstrip Projector	7
Reel to Reel Video-tape 1/2" B/W	1
Reel to Reel Camera, Monitor, Record/ Playback	1
Cassette and Filmstrip Reverse Image Projector	1

13) What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment?

Executive Director/Media Specialist
Director
Youth Director
Education
Comptroller
NR
?
Media Services Planner
Indian Education Program Equipment
Media Specialist
Social Service Specialist
Cultural Arts Director
Receptionist
Assistant Director
Alcoholism Project Director
Various Ed. Director/Media Coordinator
Program Directors
Property/Purchasing Officer
Coordinator

14) Are there plans to purchase more equipment?

	Number	%
Yes	9	36
No	6	24
Don't Know	9	36
NR	1	4

If yes, what kind:

Films, possibly another camera
Video-cassette production facilities
35mm slide camera and projector
Color camera
35mm camera, 16mm camera
3/4" porta pack videocassette
Education media supplies

15) Is there a media specialist available to help run the equipment?

	Number	%
Yes	12	48
No	9	36
Don't Know	4	16

Comment: No definition was provided of "media specialist." Therefore no conclusion can be drawn regarding level of skill or training of those classified by the respondents as "media specialists."

16) Is there a media specialist to help with your productions?

	Number	%
Yes	9	36
No	11	44
Don't Know	5	20

Comment: See comment under question #15.

17) Are there funds available to pay a media specialist?

	Number	%
Yes	3	12
No	19	76
Don't Know	3	12

Comment: See comment under question #15.

18) Would you like to see someone from your community center trained to operate media equipment or to produce or assist with productions?

	Number	%
Yes	22	88
No		
Maybe	3	12
NR		

If yes, who would that person most likely be?

Teacher	3
College or junior college student	1
Member of Urban Center staff	20
Other	
CETA trainee	1
Person from community	1

Comment: One "maybe" respondent answered this part of the question. Three respondents marked two choices each.

19) Are there people in your community center who would like to work in media?

	Number	%
Yes	22	88
No	1	4
NR	2	8

If yes, how many and in what areas?

Public educational TV	9
Public radio	12
Media specialist	13
Other	
Editor	1
16mm film production	1
Acting	1
NR	6

**I.

Number with Training	Number without Training

Comment: There was tremendous differential in numerical responses to this portion of the question dealing with numbers with without training by centers of essentially the same size. Respondents' understanding of this portion of the question is suspect.

20) How can we contact people in your community center area who would like to train in media?

Indian Center Newsletter and Telephone Contact
Day Labor Program
Local High School
Indian Center
Newspaper
Center Office or the Local Public Radio
Center, Local Community College and School District
Center, Newspapers, Churches, CETA, Manpower Counselor
Media Specialist (Center)
CETA Coordinator of Services
Media Specialist at Center

21) How could we contact people in your community center area who are already trained and are looking for work?

Indian Center Newsletter and Telephone Contact
Day Labor Program
Indian Center
Radio and News Media
Job Counselor
TV
Newspaper
Center Newsletter
Community College and Other Employment Outlets
Native American Committee
CETA Counselor
Monthly Newsletter
Media Specialist (Center)

22) What percent of the children in your community center area attend the following types of schools?

BIA:	1X30; 1X25; 1X10; 1X2
Mission:	1X5; 1X2; 1X1
Public	3X100; 1X98; 6X95; 4X90; 1X85; 4X75; 1X70; 3X50; 1X40
Other	1X25; 1X40
Parochial	1X15; 1X10; 2X5; 1X4
Private/ Parochial	1X50
Ind. Alternative	1X2

23) Do you use programs about Native Americans with school children?

	Number	%
Yes	18	72
No	6	24
NR	1	4

a) If yes, with:

Elementary children	18	100
Secondary children	13	72

b) If yes, what type of media are used?

Video	
16mm film	14
1/2" videocassette	4
3/4" videocassette	4
35mm slide	8
Filmstrip	10
Audio	
Audiocassette	9
Reel-to-reel	2
Cartridge	0

24) Would you like to see more programs about Native Americans developed for school children?

	Number	%
Yes	25	100
No	0	0
NR	0	0

If yes, in what media? Indicate "1" most preferred; "2" second most preferred.

Video	
16mm film	21
1/2" videocassette	7
3/4" videocassette	4
35mm slide	12
Filmstrip	15
Audio	
Audiocassette	11
Reel-to-reel tape recorder	6
Cartridge tape recorder	7

24) (continued)

Comment: Although respondents were asked to indicate a first preference with a "1," second preference with a "2" many simply checked responses or ranked all the alternatives. This summary includes only those responses which were checked or ranked "1" or "2."

25) Are there funds to rent programs for school use?

	Number	%
Yes	8	32
No	14	56
NR	3	12

26) a) What do you feel is the most important program topic to be developed for Native American children?

Individual Tribal History and Culture
History
Treaty Rights
Self-Image
Indian Values
The Dangers of Miscegenation
Culture
Language, Culture, History
Indian Cultures Nationwide
Culture
"Life Coping Survival Skills" for Today--with Roots in the Past
Heritage
Philosophies and Value System of Heritage
Indian History
Programs that emphasize their cultural heritage
Cultural Identity and Self-Awareness. True history of Native Americans. Language training
Cultural topics--showing the Indian children that they can keep their traditional values and still live in the white man's society
Cultural identity of tribes past and present
Educational programming that would utilize the traditional teaching methods and symbols of Indian cultures. This program should be directed to pre-school age children. The purpose of the program should be twofold: to assist Indian children in school and in learning about contemporary society as well as providing them with information about Indian cultures and a sound understanding of their heritage
Indian History and Urban Adjustment
Self-esteem. Coping with family health problems
Legends (local area). Language (local area). History, culture, customs, etc. (2)
Factual History

26) b) What is the second most important program topic?

Contributions of Native Americans to the development of the United States
Language
Sports, culture, education
Career-Indian
Survival in non-Indian world
Achieving success
Vocational opportunities
Crafts
Indian vs. white man's values (a comparison)
History
Tribal histories--emphasizing pride in being Indian
Community and school involvement
History of treaties, controversial contemporary issues, i.e. land and water rights, sovereignty, present governmental structure of the Indians
Programs dealing with different kind of employment and training components
True history of N.A.'s
Language training
History--real Indian history and not what is printed in some history books
History/current Indian issues
Programming designed to inform Indian children about contemporary Indian life around the country. What events are taking place, different activities and plans and what forces affect the Indian community
Cultural awareness
Dance, crafts, art (2)
Pride in past and present Indian people who are doing things for their people
Career development

27) a) What is the most important program topic to be developed for Native American adults?

Adjustment of Native Americans in White Society as compared to the past
History
Treaty Right
Self-Image
Keeping youth Indian in two worlds
How to gain success but keeping heritage
Following up on tribal heritage
Self-pride
Self-worth
"Life Coping"--survival skills--consumerism
Community involvement
Coping skills in urban setting
Educational programs concerning employment and life coping skills
Self-awareness related to positive self-images
Encouragement to remain Indian but better their living conditions

27) a) (continued)

Most Indian programs are governed by Boards--some good training programs for Board and staff responsibilities
Current Indian issues
Adults should be kept informed about what is taking place around Indian country and the events and decisions that affect the Indian community both here in Arizona and in other parts of the country
Health
Self-esteem. Coping with family health problems
Legends (local area). Language (local area). History, culture, customs, etc. (2)
Factual history

27) b) What is the second most important program topic?

Steps that adults should be taking toward the betterment of living standards for all our Indian people
Dance
Legislation
Career-Indian
Properly raising young with same principles
Language
Alcohol prevention
Cultural
Tribal histories--emphasizing treaties, and tribal rights
Employment
Gaining skills and training to cope with urban environment
Cultural topics--showing the Indian children that they can keep their traditional values and still live in the white man's society
Cultural awareness--past and present
Indian culture and history with emphasis on Indian/white relationships throughout the history of the nation to examine the course of this relationship should shed some light on the present time.
Cultural awareness
Dance, crafts, art (2)
Any health-related topic. Alcoholism and chemical dependency especially

28) a) What is the most important program topic to be developed for elderly Native Americans?

Contributions of Indians from the discovery of America up until the present date
Arts and crafts
Treaty Right
Self-image
Resurgence of youth's interest in Indian culture
Recognizing their role as teachers
Instructional lines for others to follow
Ways to express continuing values for the younger generation

28) a) (continued)

"Life Coping Skills"
Nutritional Traditional foods, wills, land transfers, etc.
Community involvement
Cultural pride--their place in traditional Native community
I really have no idea--except possibly just good entertainment programs. Or programs dealing with their rights as elderly citizens and things that are available for them.
Service delivery, availability, eligibility and location
Contemporary life--what affects them as senior citizens and as Native Americans
Self-esteem. Coping with family health problems
Legends (local area). Language (local area). History, culture, customs, etc. (2)
Factual history

28) b) What is the second most important program topic?

Tribal culture and traditions--maintaining these values for the younger generations (importance)
History
Culture
Career-Indian
Elderly program available (a study of types)
Tribal histories, emphasizing "The Place of the Elder"
Economics
Life skills to deal with urban environment
Traditional type programs
Entertainment
Cultural awareness
Dance, crafts, art (2)
Pride in past and present Indian people who are doing things for their people

29) How do most people in your community center area get information about Native American issues?

	Number
Newspaper	19
Tribal bulletin board/newsletter	15
Commercial television	6
Public educational television	1
Public educational radio	3
Commercial radio	8
Other	
Indian Center	1
College radio shows	1
Word of mouth	5
Other Indian newsletters	3
Bulletin boards	1
Newsletter and Program Advisory Com.	1

30) Do you receive programs broadcast in the Native American tongue?

	Number	%
Yes	2	8
No	22	88
NR	1	4

If yes, is it on:

Local commercial television	1
Local commercial radio	1
Local public educational television	0
Local public radio	1

Comment: One "yes" respondent indicated two preferences.

31) Does your center have a staff working in media?

	Number	%
Yes, very active	9	36
Yes, but not very active	4	16
No	11	44
NR	1	4

If yes, what services does it provide?

Tribal promotion	4	16
News dissemination	11	44
Production	3	12
Clearinghouse for outside media	5	20
Other		
Indian club promotion	1	4
(_____) Indian News, yearbooks, radio program	1	4
PSA's for airing and PS shows	1	4
Public relations	1	4
Media training	1	4
Equipment lending	1	4
Newspaper/Indian news show	1	4
Presentation of Indian issues/concerns	1	4
Storage, ordering, check-out, maintenance	1	4

32) Which of the following would be the most preferred way to receive a regional/national Native American news program:

	Number	%
Public educational television	19	76
Public radio	3	12
Public educational television and public radio	1	4
CB radio	1	4
NR	1	4

33) If there are media services you need that we have not asked about, please describe:

Training seminars in the area of media
Newspaper expansion and development
A news program would be great, or possibly a hotline phone where we could call in and retrieve news regionally--with a desk in Washington, D.C.
Assistance in marketing--programs once they're produced
Aid in development of video and audio presentations within our community
Contacts with other tribal or urban groups to gain news information, etc. A kind of UPI or AP for Indian people
Books, reference materials on media writing (scripts)

34) Would you like to receive the Native American Public Broadcasting Consortium newsletter?

	Number	%
Yes	24	96
No	0	0
NR	1	4

Public Television Questionnaire

Tabulations

Number of questionnaires sent: 154

Number returned as undeliverable: 0

Number of questionnaires returned: 64

Number of usable questionnaires returned: 60

Percent of usable questionnaires returned: 39%

1) Is there a Native American population within your licensee broadcast signal coverage area?

Yes (With NA Population)		No (Without NA Population)		Total	
#	%	#	%	#	%
45	75	15	25	60	100

Comment: Three respondents marked "no" to the first part of question one, but then estimated a percentage of Native Americans in their viewership in part "d" of the same question. These three responses are included among the other "no" responses in the tabulations.

If yes

a) What is (are) the name(s) of the tribe(s)?

Shoshone, Bannock, Nez Perce
Onondagas, Mohawks
Yurok, Hupa
Bannock, Shoshone
Navajo and others
Klamath, Modoc
Cherokee, Creek
(Alaska Natives), Eskimo, Aleut, Athapaskan Indian
Various
Sioux
Miwoks, and various
Eastern Cherokee
Houma, Chitimacha, Coushatta, Tunica-Biloxi, Clifton-Coushatta, Choctaw-Apache, Black Lake Osage

1) a) (continued)

Penobscot, Passamaquoddy
Penobscot, Passamaquoddy, Mailiseet, Mic-Mac
Cherokee
Winnebago, Sac, Fox
Iroquois
Cherokee
Pima, Papago
Miwok, Maidv, Pomo, Yokuts, and various
Umatillas, Siletz, Warm Springs Confederated Tribes, Indians from terminated tribes
Cherokee, Choctaw, Chickasaw
Chippewa, Menominee, Oneida, Potawatomi, Mahican/Munsee, Winnebago
Kickapoo, Potawatomee
Papago, Navajo, Zuni, Apache
Omaha, Winnebago, Santee Sioux (Ogalala Sioux) Pine Ridge Reservation in S.D.
Choctaw
Several tribes
Pima, Papago
Alabama, Coushota
Obojibwa, Sioux, Winnebago, Menominee
Numerous
Paiute
Seminole
Seventeen rural including Diegano, Cupeno, Luiseno, and Canuilla. Within San Diego all major Seminole
Catawba
Spokane, Kootenai, Cour D'alene, Nez Perce, Flathead, Colville
NR 7

b) How large is this Native American population? (Please estimate)
c) Is this Native American population
Predominantly urban?
Predominantly rural?

	Size		Urban		Rural		Urban & Rural		NR	
	#	%	#	%	#	%	#	%	#	%
Under 1,000	11	24	4	9	4	9	0	0	3	7
1,000-4,999	15	33	9	20	5	11	0	0	1	2
5,000-19,999	11	24	1	2	7	16	2	4	1	2
20,000 and Over	4	9	1	2	1	2	2	4	0	0
NR	4	9	1	2*	1	2*	0	0	2	4*
Total	45	100	16	36	18	40	4	9	7	16

*Did not indicate size.

1) (continued)

d) What percentage (%) of your viewership is Native American? (Please indicate)

	Number	Percent
Less than 1%	19	42
1-2.9%	10	22
3-4.9%	3	7
5% and Over	2	4
NR	11	24

Comment: The response categories provided for this question were clearly not appropriate. No station reported a percentage of NAs in the viewership greater than 5%.

2) When did you broadcast your most recent program of special interest to Native Americans?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Past week	5	11	1	7	6	10
Past month	8	18	1	7	9	15
Past six months	14	31	5	33	19	32
Past year	7	16	4	27	11	18
Other	1	2	2	13	3	5
NR/none	10	22	2	13	12	20

2) (continued)

With Native American Population

Time of Day/Day of Week

Past Week	Past Month	Past 6 Months	Past Year
7:30/Th	8p/Tu	Prime/Weekday	9p/Su
2:30/St		6p/M	
9a,4p/Md	8:30p/Tu	7:30/Su	7p (day not noted)
9:30 Mn	8/M-St	9a-12/St	7p/Sun
Various/ M,W,F,S	5p/Su	8p/M; 6:30p/Su	7:30/Fr
		Evening/St	Prime/weekday
	2 (day/time not noted)	8.5 hrs	2 (day/time not noted)
	11a/Tu	7:30/F; 6/S	
	am & pm/ M-Th-F	10p/Th	
		9p/Th	
		Prime/M-Th-F	
		7p/M	
		Day/time not noted	
		Prime & daytime repeat (time not noted)	
		Afternoon/M-F	
		8:30a/m; 3p/Tu	

Comments: Special interest if defined as by, for and about Native Americans, we have broadcast none. However, a number of the programs in our schedule, including Sesame Street, regularly feature Native American role models, and information about Native American culture!

We believe that all of our programming should be of interest to Native Americans and that they should be integrated within all programs that enrich our culture and our awareness of the world.

Without Native American Population

Time of Day/Day of Week

Past Week	Past Month	Past 6 Months	Past Year
Day/time not noted	Day/time not noted	8p/Mn	3 (day/time not noted)
		7/Sun	Time not noted/ weeknight
		7p/Th	
		2 (day/time not noted)	

3) What was the source?

**VI Comment: Comparison of responses to this question with question #12--How you used the NAPBC library?--reveals an apparent inconsistency of responses. Respondents may not have known the source of the program(s) they described. Responses were judged not usable.

4) Approximately how many hours of programming of special interest to Native Americans do you normally schedule?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Hours/week	0	0	0	0	0	0
Hours/month						
Under 1	3	7	0	0	3	5
1-3	6	13	1	7	7	12
Over 3	1	2	0	0	1	2
Hours/year						
Under 5	5	11	3	20	8	13
5-10	8	18	1	7	9	15
Over 10	5	11	1	7	6	10
Other	5	11	2	13	7	12
NR/none	12	27	7	47	19	32

Comment: The original question did not provide response categories for hours of programming. For ease of tabulation, all responses were broken into intervals along with "other" and "no response" categories.

5) How do you decide whether or not to book programs of special interest to Native Americans? (Please indicate your first choice with a "1"; your second choice with a "2.")

	1st Preference		2nd Preference		"x" Preference		Total	
	#	%	#	%	#	%	#	%
With Native American Population								
Overall quality	19	45	8	20	1	25	28	33
General viewership interest	9	21	20	50	1	25	30	35
NA audience potential	10	24	11	28	2	50	23	27
Other								
Availability/ scheduling	4	10	0	0	0	0	4	5
PBS broadcast	0	0	1	3	0	0	1	1
NR = 2	42		40		4		86	
Without Native American Population								
Overall quality	4	36	5	63	1	100	10	50
General viewership interest	4	36	3	38	0	0	7	35
NA audience potential	2	18	0	0	0	0	2	10
Other								
Availability/ scheduling	1	9	0	0	0	0	1	5
NR = 3	11		8		1		20	
Total With and Without Native American Population								
Overall quality	23	43	13	27	2	40	38	36
General viewership interest	13	25	23	48	1	20	37	35
NA audience potential	12	23	11	23	2	40	25	24
Other								
Availability/ scheduling	5		0	0	0	0	5	5
PBS broadcast	0	0	1	2	0	0	1	1
NR = 5	53		48		5		106	

Comment: Although respondents were asked to indicate a first choice with a "1" and a second choice with a "2," several simply checked responses or ranked all the alternatives. This summary included only those responses which were checked or ranked "1" or "2."

6) What is your station's criteria for determining the quality of programming of special interest to Native Americans? Please comment.

NR: Yes = 12; No = 6

Criteria - With Native American Population

a) Documentary

What need does program fulfill? Does the program address the problem or interest the local tribe? Form, structure
Does the documentary fairly represent the situation? Is it free from bias? Is it true to the Native American experience?
It is very difficult to say: (1) Light journalism, (2) good production values, (3) coherence and pacing
Balance in point of view, technical quality
Journalistic elements--general objectivity
How informative the program is to the viewing audience. Is it of interest to Native Americans? Was it produced by Native Americans? Also the general audience's interest.
Program must be actual, non-biased, realistic
Topic--fairness
Subjects of interest or concern. Is treatment fair? Are production values reasonably good?
Would react favorably to having good documentary on Native Americans, past, present and future
Balance, who produced, their interest in subject. Timely coverage of subject: (1) Is it an important story that won't be told elsewhere? (2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

a) Documentary

Quality--source--content
Accurate, balanced--not one sided

Criteria - With Native American Population

b) Public affairs

What is extent of impact on community?
Coverage of tribal problems--will the coverage provide program material, that, as well as covering the problem, does it have importance to the general viewer?
Are the people involved qualified spokespersons? Do they speak from direct knowledge of Native American affairs?
Balance--relevance
Balance in point of view, technical quality
Informational quality
Issues of interest to Native Americans
Information must be of value to Native Americans and interesting to general viewer

6) (continued)

Criteria - With Native American Population

b) Public affairs (continued)

Timeliness
Current importance
Will program attract and hold audience
We produce nightly public affairs program and on occasion have a feature related to Native Americans
Balance, who produced, their interest in subject. Timely coverage of subject. The subject should have appeal to a more general audience also: (1) Is it an important story that won't be told elsewhere? (2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

b) Public affairs

Current importance--objectivity--applicability to coverage area
Accurate balanced--not one sided

Criteria - With Native American Population

c) Realistic drama/docu-drama

What is purpose of production?
Have not produced--have produced programs concerning culture of tribe
Is the script good? What are the production values? Is it interesting?
Production values--content - tight script--good acting--subject matter
Quality of performance, technical quality
General interest and talent quality
Issues of interest to Native Americans
Program must not cause the dignity of the Native Americans to suffer
Quality of script and acting
Interest, importance of subject/event, production quality
Good acting--good locations
Balance, who produced, their interest in subject. Timely coverage of subject. The subject should have appeal to a more general audience also: (1) Is it an important story that won't be told elsewhere? (2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

c) Realistic drama/docu-drama

Quality--content
Not paternalizing or corney

Criteria - With Native American Population

d) Arts and culture

Interest to non-Native American
Have produced programs on dance culture and crafts culture. For general viewer interest
Production values--relevance
Quality of performance, technical quality
Type of art and general interest
Issues of interest to Native Americans
The arts and culture presented must reflect the true heritage of the Native American
Subject and production quality
We have on occasion produced arts and culture segments dealing with Catawba Indian arts
Balance, who produced, their interest in subject. Timely coverage of subject. The subject should have appeal to a more general audience also: (1) Is it an important story that won't be told elsewhere? (2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

d) Arts and Culture

Quality--audience potential

Criteria - With Native American Population

e) Sporting events

Same as consideration given for rest of audience
Is of general viewer interest
Competent talent; competent coverage of action; potential audience interest
Know of none offered
Size and importance of event
Due to the low percentage of the total population, Native American participation is limited, especially in terms exclusive of Native American events
Interest level; uniqueness of sport; quality of coverage
Limited interest at this time
No interest nor available programming that I am aware of
Never thought of sports events that were of special interest to Native Americans

Criteria - Without Native American Population

e) Sporting events

Don't air any sports

6) (continued)

Criteria - With Native American Population

All categories

We could debate the definition of "quality" for days. Our criteria for acceptance would include (1) the determination that there is potential audience for the program sufficiently large to merit service via a broadcast transmitter, (2) the determination that the program has sufficient journalistic and/or artistic integrity to maintain the "quality" of our overall program service.
For all topics below, it does not differ from criteria used to determine quality of programming for any audience segment.
Production quality, fairness and journalistic credibility
Availability--general quality technical standards
Production values, content
Quality inherent in our programs; of secondary importance to content in acquisitions
Basically all programming for Native Americans must be relevant to the needs of the people, of good quality technically. Local interest programs have first priority, then regional and finally nationally.
Program information, production quality
Same as for any PBS program
Overall production and technical quality and general viewership interest
We do not have a separate criteria statement for programming for Native Americans - or any other special audience group. We apply generally accepted guidelines for "quality" to all programs.
Amount of detail to Native American interests paid
Value to the population and applicability to and interest of the general audience
We ask the Native Americans in our coverage area view meetings held every few months, from their ideas programs will be made. This has just started under a grant. Programs have not yet been produced.
Some criteria as applied to all programs: (1) quality of production, (2) depth of insight, (3) relevance of subject. We do not apply special criteria for programming about or aimed at any minority group.
Relevance to area
Same criteria applied to all programs: (1) meet minimum technical standards, (2) appropriateness to instructional program, (3) professionalism of production
Network standards
We would not use these particular items as precise criteria. We would probably look at the show that was being offered as a total and then apply the previous question criteria.
Much of our programming comes from PBS. We use discretion and have standards that we abide by, but usually we broadcast most of what PBS feeds. For our local productions and programs we acquire from other sources, we use programs that are (1) not commercial in nature, (2) potentially appealing to an audience, (3) not of too narrow interest, (4) journalistically sound and (5) of a technical quality that meets certain standards. We do acquire programs from sources other than PBS or local productions. They must meet the standards indicated.

6) (continued)

Criteria - Without Native American Population

All categories

Quality
We apply the same standards of quality to any product we consider for broadcast
Same as any other programming
General coverage of subject area; overall view; technical quality; aesthetic (?) quality
Good production
Objective and well researched (criteria for quality is the same regardless of intended audience)
All

Comment: Several respondents indicated that criteria for determining quality of programming was the same for all audiences.

7) If you have previously broadcast Native American programming, what was the audience response?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Very positive	4	9	0	0	4	7
Somewhat positive	6	13	2	4	8	13
No response	30	67	11	24	41	68
Somewhat negative	0	0	0	0	0	0
Somewhat positive ⟷ no response	0	0	1	4	1	2
Very negative	0	0	0	0	0	0
NR	5	11	1	4	6	10

Comments:

With Native American Population

Little reaction
Thieves of Time brought good response, but none from Native Americans
We got very little positive response to anything--the series was "The Artists of the Southwest" which PBS offered
Not enough audience interest or knowledge of the broadcast
Other than the direct program participants, we received no phone or mail response
A recent documentary, "On the Tunica Trail," was very positive--because it was about local Indians. Non-local programs are less positive.
Good programs get favorable response, bad programs get unfavorable response.
None broadcast
(w VP) This dealt with a story/15:00 report on cash or land for the Catawba reservation.

7) Comments (continued):

Without Native American Population

Greatest enthusiasm for Indian artists

8) What form of ascertainment do you use to determine a need for Native American programming in your broadcast area?

With Native American Population
(NR = 5)

None beyond regular ascertainment
We generally work through the Indian Studies program carried on by School District 81, our licensee, to determine what kinds of needs can be met.
Community leader interviews
Standard FCC Ascertainment procedures. No special approach.
Each supervisory staff member is assigned at least one Native American interview.
Interviews with community leaders and random survey
Beginning to study new methods but at present: (1) staff input; (2) community group meetings; (3) formal ascertainment studies.
Interviews with Indians
Same as for license renewal ascertainment
Extensive on reservation interviews (re: Pagago)
Contacts with community leaders, survey data, etc. No special data only about Native Americans
Personal interviews
Face-to-face or telephone interview with Indian leaders
Talk with Native American leaders and phone outs
Direct questioning
Attempt to identify need and interest by the Native American in personal contact and general audience survey
This research has been in my opinion, unacceptable, and is not being revamped for greater utility and effectiveness. We'll likely be moving in the direction of convening 2x-monthly meetings with "community leaders" and other individuals and/or groups.
Personal contact.
Through direct contact with Native American groups throughout the state. Native Americans have been invited to ascertainments. In 1979 plans are underway to ascertain the Native American representatives from the Taos reservation.
Regular ascertainment procedures--group interviews, some individual interviews with community leaders
The usual method of asking the particular minority group its opinion of the problems, needs and interests of the community
We follow FCC ascertainment guidelines for public TV stations, which include random public surveys and on-going community leader surveys.
Personal contact with Indian leaders. Little contact in last year due to lack of personnel for such local programming.

8) (continued)

With Native American Population (continued)

We have consulted census and school enrollment records and a variety of other sources to determine the size of the Native American population which is very small (probably less than 100). We have been unable to locate or identify any organizations of or for Native Americans in our viewing area. There are no reservations that we know of in our area. No Native Americans or Native American groups have contacted the station about problems or concerns of Native Americans or about programming. We have consulted all possible sources of this information in our area.
Face-to-face interviews with members of Native American population
None
Community ascertainment as required by the FCC
Personal interviews with Native Americans in our area
None--as far as we know there is no Native American population outside of the university community. To the south, in Connecticut, there are Naragansetts, (R.I.) Piquot, Micmac in Boston, Wampanoag on Cape Cod, etc., but none in the western Massachusetts area.
Community leaders, as well as intensive staff communication with native community
[Network name] has just completed the first on reservation audience ascertainment project
Open-air solicitation of comments, advisory boards, travel within the state
General ascertainment
Community leader interviews
Standard community leader ascertainment interviews
Interviews with local Indian organization
Standard, by communicating with representative members of the Native American population in broadcast coverage area
Consultation with tribal council, Indian club members at Idaho State University, general Indian community membership during general ascertainment studies
Number of advisory committee
General public surveys; community leader interviews; census information; monitoring other media; viewer inquiries and comments

Without Native American Population
(NR = 2)

None
Community leader, viewer letters
Same as with all other ascertainment--interviews primarily
Annual mail survey; annual community leader meetings; monthly friends meetings
None in area--I have actually sought Native American resources in area but have found only a few who are in the military services based here. The bases state only that the number probably does not exceed 10-20 total.
Same as for other programming

8) (continued)

Without Native American Population (continued)

None
Standard ascertainment procedures
Total population is less than 1% so their needs are not brought forward
Our general ascertainment vehicle relates to community needs. It is done with a good deal of depth and vigor
Standard FCC requirements used by commercial broadcasters plus viewer response to phone in shows
Public surveys; community leader interviews

9) What Native American program topics are of greatest interest to your viewership? Please indicate with a "1" your first choice and with a "2" your second choice.

	1st Preference		2nd Preference		"x" Preference		Total	
	#	%	#	%	#	%	#	%
With Native American Population								
Indian culture/ heritage	17	47	6	18	3	21	26	31
Indian arts	5	14	8	24	3	21	16	19
Indian social issues	6	17	9	27	3	21	18	22
Indian political issues	7	19	6	18	3	21	16	19
Skills	0	0	3	9	1	7	4	5
Consumer interests	0	0	1	3	1	7	2	2
Current Indian news program	1	3	0	0	0	0	1	1
NR = 9	36		33		14		83	
Without Native American Population								
Indian culture/ heritage	4	36	3	30	1	50	8	35
Indian arts	4	36	3	30	1	50	8	35
Indian social issues	2	18	0	0	0	0	2	9
Indian political issues	1	9	1	10	0	0	2	9
Skills	0	0	1	10	0	0	1	4
Consumer interests	0	0	1	10	0	0	1	4
Current Indian news program	0	0	1	10	0	0	1	4
NR = 6	11		10		2		23	

9) (continued)

	1st Preference #	1st Preference %	2nd Preference #	2nd Preference %	"x" Preference #	"x" Preference %	Total #	Total %
Total With and Without Native American Population								
Indian culture/ heritage	21	45	9	21	4	25	34	32
Indian arts	9	19	11	26	4	25	24	23
Indian social issues	8	17	9	21	3	19	20	19
Indian political issues	8	17	7	16	3	19	18	17
Skills	0	0	4	9	1	6	5	5
Consumer interests	0	0	2	5	1	6	3	3
Current Indian news programs	1	2	1	2	0	0	2	2
NR = 15	47		43		16		106	

Respondent Comments:

With Native American Population: All are of interest when issues come up. No desire for another ghetto program. Thanks, but we do not need "Native American Perspective" on the news.

Without Native American Population. Cannot comment--but would assume #2.

Comment: See comment under question #5.

10) How has your station been most successful in promoting Native American or other minority programming?

With Native American Population
(NR = 11)

Advertising in minority papers, periodicals, etc.
Programs which specifically feature Native American cultural - talent have been successful. Local production is most successful.
General minority programming has been balanced. Very difficult to get Indian population to participate in any suggested programs.
The success or failure of promotion has been difficult to determine due to relatively little feedback from audience-at-large.
Through local Indian organizations
Direct mailing to Indian agencies members of community - liaison
Notices to minority media, newspaper ads
So-so
Advertising in publications (local newspapers, for instance) which are of particular interest to the state's minorities

10) (continued)

With Native American Population (continued)

Until recently we were unsure of any success in promotion, now with the completion of the ascertainment we know where to do the promotion.
Thru schools and Native corporations
One shot specials--heavily publicized
Local advertising
Other (black)
Haven't
Depending on the nature of the program, newspaper ads, promotional mailings, local radio spots, and listings in the station program guide, TV Guide, and newspaper TV supplements are used. Promotional mailings are sent to groups and organizations that might find the program of special interest.
Word of mouth within reservation and Indian Center newsletter
We have done no special promotion
Send information to mailing list directed at Native Americans or minorities
We have had limited success with minority programming, due to the small minority population in the state. Good responses have been received from women, Blacks and Latinos.
We cooperatively produce a Black series--AFROMATION--1/2 hr./wk. Good contacts between the program producers--host and Black media editors
Small success in reaching Blacks--none to Native Americans
By dealing with specific issues
Paid ads
Through minority publications
Public service announcements
By bringing minorities into all our regular programs: e.g., host of daily news show, co-anchors of national production
Much more success re: Mexican American--little success re: Native Americans
Not as successful as we could be on any programming, but we're getting better
Station has no promotion department
Newspaper ads and special interest mailings
General publicity, indigenous newsletters, churches and word of mouth
By contacting different groups that represent minority groupings in the area and having them help us promote a program
Tribal meetings, news releases

Without Native American Population

Hasn't. Target audience too small.
Guide listings
Yes for Black programming
Program guide features, written promotion material and on-air promotion
Thru special "festival type" weeks--flyers to Black churches, etc.
Local promotion through active groups and organizations
Have had none
Yes, Spanish-speaking
Placement of local social organizations
Utilizing newspaper ads
Newspaper/on-air

11) Have you received the NAPBC catalog?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	23	51	6	40	29	48
No	19	42	8	53	27	45
NR	3	7	1	7	4	7
Check if you would like to receive one	18		7		25	

a) If yes, who has access to--or uses it?

With Native American Population

Programming	22
TV	1

Without Native American Population

Programming	6

b) If yes, please rate the ease of use:

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Very easy to use	14	61	4	67	18	62
Moderately easy to use	6	26	1	17	7	24
Somewhat easy to use	0	0	0	0	0	0
Not easy to use	0	0	0	0	0	0
NR	3	13	1	17	4	14

Comments:

With Native American Population

Initially sheets such as are used by PTL/PBS Flex, then the press release information
It's fine
We have not used it but I see no problem with the catalog design
Not used yet

11) (continued)

c) If yes, does the catalog provide sufficient information?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	21	91	5	83	26	90
No	0	0	0	0	0	0
NR	2	9	1	17	3	10

Comments:

With Native American Population

On what's available, yes
Would like to know if there are promotion materials available (photos, slides, press releases)
As a start, it works
Have mini-catalog, expanded version should be more helpful

d) How could the catalog be improved?

With Native American Population

More programs (but you know that)
See (b) (initially sheets . . . information)
More programs
Would like to know if there are promotion materials available (photos, slides, press releases)
Rating on production and content value
See above (promotional materials)

12) Have you used the NAPBC library?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	7	16	0	0	7	12
No	34	76	13	87	47	78
NR	4	9	2	13	6	10

12) (continued)

a) If yes, please rate the NAPBC service.

	With NA Population	
	#	%
Excellent	4	57
Good	1	14
Average	0	0
Below average	0	0
Poor	0	0
NR	2	29

b) If yes, please rate the NAPBC programming quality:

Excellent	1	14
Good	2	29
Average	0	0
Below average	0	0
Poor	1	14
Good ⟷ average	1	14
NR	2	29

Comments:

With Native American Population

Plans to do so in January. For December, 1978
Used the NAPBC library for reference information regarding programs in regional network
Have not received programming since it's for December

13) What improved library services could the NAPBC provide to encourage you to increase Native American program bookings? (Please indicate your first choice with a "1," your second choice with a "2.")

	1st Preference		2nd Preference		"x" Preference		Total	
	#	%	#	%	#	%	#	%
With Native American Population								
Increased awareness of available programming	15	71	4	19	5	42	24	44
Greater booking ease	0	0	0	0	0	0	0	0
Greater number of available programs	6	29	12	57	4	33	22	41
Provide program promotional materials	0	0	5	24	3	25	8	15
NR = 14	21		21		12		54	

13) (continued)

	1st Preference		2nd Preference		"x" Preference		Total	
	#	%	#	%	#	%	#	%
Without Native American Population								
Increased awareness of available programming	3	75	0	0	3	60	6	55
Greater booking ease	0	0	1	50	0	0	1	10
Greater number of available programs	1	25	1	50	0	0	2	18
Provide program promotional materials	0	0	0	0	2	40	2	18
NR = 8	4		2		5		11	
Total With and Without Native American Population								
Increased awareness of available programming	18	72	4	17	8	47	30	46
Greater booking ease	0	0	1	4	0	0	1	2
Greater number of available programs	7	28	13	57	4	24	24	37
Provide program promotional materials	0	0	5	22	5	29	10	15
NR = 22	25		23		17		65	

Other:

With Native American Population

Do not know since we have not used your service.
We do not have 2" Quad VTR. Availability on other formats (3/4 in.; 1-inch NC - 960) would help.
With such a small population and located on the fringe of the broadcast area--in fact I suspect they view TV from a different market due to the mountains.
Please send the catalog
Work for greater participation of Native Americans within all phases of PTV. Production; on-air; etc. in broadcast programs

Without Native American Population

Awareness of materials appealing to general audience
An audience
Screenings

Comment: See comment under question #5.

14) Has your station recently (within the past three years) produced or does it plan to produce any programs of special interest to Native Americans?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	26	58	2	13	28	47
No	17	38	13	87	30	50
NR	2	4	0	0	2	3

If yes, please provide the following information:

Comment: Information related to the second part of this question is considered confidential and is not included in this report.

15) If your station has not produced any programs of special interest to Native Americans please tell us why not, noting the problems you have experienced:

With Native American Population

Has not been a priority for local production
Little genuine concern for minority problems, interests
We are a very poor station and have limited funds for local production
Limited financial and personnel resources
We have done in past 3 years--nothing recent--programming priorities
We have produced one special program--problems continue to occur due to a failure of guests to show up for taping sessions; lack of interest in attending advisory meetings.
Lack of funding
The most dominant minority group in [station's name] viewing community is Hispanic and it is the station's first priority to produce programs which meet the special needs of that group.
In our viewing area the audience for programs of special interest to Native Americans is very small and narrowly defined. We cannot at this time ascertain any Native American issues that are either community concerns or news and public affairs issues. We have not been contacted by any Native American groups about problems we could be addressing.
We have not produced any programs specifically for any minority. We have had appearance on local programs by all minorities in this area.
Lack of knowledge regarding local Native American populations and its interests and problems
Limited staff and limited interest from local audience
Several attempts to produce Native American programming have failed because lack of follow thru on proposals made to various groups in the state
No knowledge of need of an audience--constitutency for such problems

No page C-21; pagination error

15) (continued)

With Native American Population (continued)

Size of special audience--no indication of desire of our producing. Very hard to produce for such a small population. We feel that their problems are similar to others in area--no reservation or concentrated area that they live in.
No significant population
We are developing our delivery system. We are not in a good production posture yet.
Inability to obtain consensus of approval of projects due to inability of population to determine a single effective spokesman for the population
New station
This should be addressed to program manager
Other local needs had higher priority
Insufficient interest
Raising necessary funding

Without Native American Population

Limited production capability--no identifiable segment of Native American population
Because the audience is almost non-existent
No audience in our area
Made proposal to CPB which was rejected
There are no proper resources or constitutency here for such a program
No substantive Native American audience
Lack of resources for program material--no local or area Native Americans
No request; no known audience
Our primary special "interest" group is Spanish speaking
No particular local interest or background to justify spending limited local production budget
Not a priority subject

16) What would encourage your station to produce programs of special interest to Native Americans?

With Native American Population

A significantly larger Native American population in the coverage area
Some specific requests from local Native American organizations
Money!
As usual, more money
Funding
Closer relationship between station and Native American population. Due to problems incurred several years ago with a local commercial station, Indians are hesitant to get involved with any station.
More staff
Larger audience potential and greater response from community
Funding

16) (continued)

With Native American Population (continued)

Cooperation on the part of the Native American Indians--we are interested in including them in our on-going productions
Larger budget production funding
Funding
If there was a need expressed through the Native American community
Additional funding and personnel
The station seeks to produce programs of interest regardless of topic. At this time the Native American population in our viewing area is too small a group to produce special interest programming for. If the Native American population was larger we would produce more programs of special interest for them.
An expressed need for such programming
More information (regarding local Native American population and its interests and problems)
Larger potential audience among Indian population--increased feedback on need to provide this service
Improved cooperation in assisting the network identify the needs and interest of Native Americans that would result in meaningful programming
Showing a significant available audience and likely achievement of minimum audience share of 1-2%
A determination of interest. We are considering a 20-minute in-school presentation of area Indian sites for field trips. This program is aimed at grades 4-8.
The knowledge we have a Native American audience
More personnel, better facilities
Increased availability of funds and better coordination and cooperation from and within the population
Funding of production
This is a semantic problem. We do not wish to produce "ghetto programs"; but you tell us if "The Trial of Inez Garcia" was of special interest to Hispanics. We think it was not. It was for everybody.
Money
(1) financing, (2) independent producers with innovative proposals
Funding
Awareness of sufficient local need and interest

Without Native American Population

Total funding of projects
Nothing
A potential audience
A greater Native American audience
Probably not in view of lack of Native American population
Local interest; outside funding
Our population base is extremely small
Money and content expertise
The right subject, available funding in sufficient amounts

17) What are your production capabilities?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Studio	41	92	14	93	55	92
Remote	37	82	11	73	48	80
Film	31	69	8	53	39	65
Tape	34	76	9	60	43	72
Mini-camera	33	71	7	47	40	67
Live microwave	1	2	0	0	1	2

NR = 3

Note: Not limited to one response.

**II Comment: Clearly, most stations responding to the questionnaire have nearly all of the production capabilities listed.

18) What is your primary broadcast format?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
2" Quad	40	89	13	87	53	88
1" VT	3	7	1	7	4	7
3/4" VT	8	18	1	7	9	15
16mm film	1	2	2	13	3	5

NR = 2

Note: Some respondents listed more than one preference.

19) What other broadcast formats do you use?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
All	1	2	0	0	1	2
None	7	16	2	13	9	15
2" Quad	1	2	0	0	1	2
1" VT	3	7	1	7	4	7
3/4" VT	11	24	6	40	17	28
2" helical IVC 9,000	1	2	0	0	1	2
16mm film	16	36	2	13	18	30
Slide	2	4	0	0	2	3
Live	3	7	0	0	3	5
NR	10	22	6	40	16	27

20) Are you considering changing your primary broadcast format?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	10	22	2	13	12	20
Maybe	9	20	3	20	12	20
No	22	49	10	67	32	53
NR	4	9	0	0	4	7

If yes or maybe please indicate:

	Format Total		Date				
	#	%	1979	1980	1981	1982	Uncertain
With Native American Population							
Quad	1	5	0	0	0	0	1
1" VT	16	84	4	4	1	2	5
1/2" VT	1	5	0	1	0	0	0
NR	1	5					
Without Native American Population							
Quad	0	0	0	0	0	0	0
1" VT	4	80	0	1	0	0	3
1/2" VT	0	0	0	0	0	0	0
NR	1	20					
Total With and Without Native American Population							
Quad	1	4	0	0	0	0	1
1" VT	20	83	4	5	1	2	8
1/2" VT	1	4	0	1	0	0	0
NR	2	8					

Comments:

With Native American Population

(With who knows) Depends upon university and legislative appropriations.
Available for CPB reports
On a slow phased basis by 1980-81
Likely result 50-50 1" VT/2" Quad
(With 1" VT) Technology has progressed rapidly and the monetary savings would be substantial

Without Native American Population

Until state-of-art on cassette is improved very few programs will be air on 3/4 format--quality and stability so costly and unreliable

21) Is your station interested in contract production?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	28	62	11	73	39	65
No	13	29	3	20	16	27
NR	4	9	1	7	5	8

Comments:

With Native American Population

At present [station's name] first priority is to produce programs of special interest to the Hispanic community, which comparises over 20% of our local population.
As a state agency this is an impossibility! We are interested in producing segments and could do more if grant funds became available.
We have done contract productions on a regular basis for national agencies.
Being a state agency, contracts can be very much of a red-tape problem. I believe we would consider an offer to produce (with other).
We are primarily devoted to production of local programming and local needs. We do some contract work, but only on a "sandwich in" basis.
We have undertaken many contract production jobs.
Perhaps. New management must decide.
When it does not interfere with local program production.
We are presently doing a variety of contract productions.
Negotiate for program and cost
Not unless additional full-time staff added

Without Native American Population

Not at this time
Depending on cost and time involved

22) Who provides production staffs?

	With NA Population		Without NA Population		Total	
Your station	23	51	8	53	31	52
Outside constractor	1	2	2	13	3	5
Negotiable	12	27	3	20	15	25
Station/contractor and negotiable	2	4	1	7	3	5
Station and negotiable	2	4	1	7	3	5
NR	5	11	0	0	5	8

22) (continued)

Comments:

With Native American Population

(With station) Depending upon source of funds
We frequently employ additional project staff (with station/contractor and negotiable)
We can go to any production agency in the state or country (with contractor)
Currently about 100% understaffed (with negotiable)
Some professional assistance can be contracted through the State Department of Education (our licensee)

Without Native American Population

(With outside contractor) Universities
(With station/contractor and negotiable) Flexible

23) Who maintains administrative control of production grants?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Your station	31	69	11	73	44	73
Outside contractor	0	0	1	7	1	2
Negotiable	9	20	1	7	10	17
Station and contractor	0	0	1	7	1	2
NR	5	11	0	0	5	8

Note: Some respondents listed more than one preference

24) Who controls distribution rights?

	With NA Population		Without NA Population		Total	
Your station	19	42	7	47	26	43
Outside contractor	0	0	1	7	1	2
Negotiable	17	38	5	33	22	37
Station, contractor and negotiable	1	2	0	0	1	2
Station and negotiable	3	7	1	7	4	7
Station and contractor	0	0	1	7	1	2
NR	5	11	0	0	5	8

24) (continued)

Comments:

With Native American Population

Depends on the terms agreed upon
Station controls broadcast rights; non-broadcast rights negotiable
Usually station does, although this can be arranged and occasionally is

25) What production assistance services could the NAPBC provide your station?

	Need										
	Great		Some		Little		None		Total		NR
	#	%	#	%	#	%	#	%	#	%	
With Native American Population											
Locating funding sources	21	34	10	16	0	0	3	10	34	19	11
Writing/developing proposals	10	16	14	22	6	30	5	17	35	20	10
NAPBC administering grants											
NAPBC--Co-grants	5	8	8	13	4	20	7	23	24	14	21
NAPBC--Sub-grants	3	5	5	8	4	20	5	17	17	10	28
Native American production personnel	10	16	15	23	2	10	4	13	31	18	14
Native American consultants	12	20	12	19	4	20	6	20	34	19	11
	61		64		20		30		175		
Without Native American Population											
Locating funding sources	8	33	2	13	2	22	2	11	14	21	1
Writing/developing proposals	3	13	6	38	1	11	2	11	12	18	3
NAPBC administering grants											
NAPBC--Co-grants	1	4	2	13	2	22	4	22	9	13	6
NAPBC--Sub-grants	1	4	2	13	1	11	4	22	8	12	7
Native American production personnel	5	21	2	13	2	22	3	17	12	18	3
Native American consultants	6	25	2	13	1	11	3	17	12	18	3
	24		16		9		18		67		

25) (continued)

	Need										
	Great		Some		Little		None		Total		NR
	#	%	#	%	#	%	#	%	#	%	
Total With and Without Native American Population											
Locating funding sources	29	34	12	15	2	7	5	10	48	20	12
Writing/developing proposals	13	15	20	25	7	24	7	15	47	19	13
NAPBC administering grants											
NAPBC--Co-grants	6	7	10	13	6	21	11	23	33	14	27
NAPBC--Sub-grants	4	5	7	9	5	17	9	19	25	10	35
Native American production personnel	15	18	17	21	4	14	7	15	43	18	17
Native American consultants	18	21	14	18	5	17	9	19	46	19	14
	85		80		29		48		242		

26) Do you now have or have you ever had any Native American employees or trainees on your staff?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	19	42	1	7	20	33
No	24	53	12	80	36	60
NR	2	4	2	13	4	7

If yes, please provide the following information:

Position	Dates on Staff	Funding Source	Sex	Performance: Excellent	Very Good	Average	Below Avg.	Poor
With Native American Population								
New	7	Station				XX		
Trainees	Now	CETA	M-F		XX			
Custodian	1967-68	Station	M			XX		
OP Supervisor		Station			XX			
Prod. Techn.	2/7/77	State	M		XX			
Dir. Minority Aff.	9/70	CPB/Station	M	XX				
Prod/Dir.	7/78	CPB/Station	F		XX			
Camera		Station		XX				
Ship Clk.				XX				
Photog					XX			

26) (continued)

Position	Dates on Staff	Funding Source	Sex	Excellent	Very Good	Average	Below Avg.	Poor
With Native American Population (continued)								
OJT				(Won't discuss in this form, sorry)				
OJT				(Won't discuss in this form, sorry)				
OJT				(Won't discuss in this form, sorry)				
Cinematographer/ Prod		ESAA	M	XX	XX			
Cinematrographer			M			XX		
Audio Person			M				XX	
Secretarial			F					
Prog. Manager	Present	State	M	XX				
Chief Engr.	1 year	Station	M	XX				
Clerk/News Reporter	3 years	Local St.	F		XX			
Field Producer	7/78	CPB/Station	M			XX		
Sr. Videographer	7/76	Station	M	XX				
TV Camera Op. Trainnee	Winter/77	CETA	M	XX--stopped coming to work--XX)				
TCOI	1973	UNL	M			XX		
Exec. Sec.	Present		F		XX			
Receptionist			F					
TV Broadcast Tech.	72-74	Gen Prog. Rev.	F	XX-----XX				
Cameraman	12 yrs. ago					XX		
G.M.	67-68	Local	M	XX				
Producer/ Director	June 1976	Local	M	XX				
Without Native American Population								
Student--part-time only								
Engineer	74-78		M			XX----------XX		

**III Comment: Many respondents did not provide complete information regarding "dates on staff" or "sex" of NA employees/trainees.

27) Do you currently have positions that could be filled by qualified Native Americans?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	28	62	7	47	35	58
No	15	33	4	27	19	32
NR	2	4	4	27	6	10

If yes, please provide the following information:

Position	No.	Training/ Experience	Type of Position Full-time	Part-time

**IV,V Comment: Respondents emphasized that they were equal opportunity employers and that all available positions could be filled by qualified individuals regardless of sex, race, religion, etc. Responses were judged not usable to second part of question.

28) Who does the hiring for each type of position?

**V Comment: Some respondents provided names, some provided positions--responses were judged not usable.

29) Please check the most effective method for recruiting people to fill available positions.

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
In-house posting	9	20	4	27	13	22
Word-of-mouth	12	27	1	7	13	22
Professional meetings	4	9	0	0	4	7
Professional publications (PACT)	33	73	9	60	42	70
Other*	24	53	11	73	35	58
NR	1	2	2	13	3	5

Other*

	Yes	No	Total
PBS station notices	2	0	2
Local newspapers	10	5	15
Urban League	1	0	1
Broadcasting magazine	3	0	3
Mailing list	2	0	2
Minority agencies	2	1	3
University personnel	1	2	3
State Employment Service	3	1	4
Existing part-time staff	0	1	1
Trade journal	0	1	1

30) If the NAPBC developed a training program for Native Americans in media, which location would be best?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
At a central national facility	4	9	1	7	5	8
At regional facilities	3	7	1	7	4	7
At individual PTV stations (and/or transmitters) located near Native American populations	35	78	11	73	46	77
Central and individual	1	2	0	0	1	2
NR	2	4	2	13	4	7

31) Please indicate below for each employment category how likely it is that you would offer a permanent position to a qualified Native American.

Employment Category	Offer of Position: Very Likely #	Very Likely %	Likely #	Likely %	Unlikely #	Unlikely %	NR #	NR %
With Native American Population								
Management	15	33	16	36	3	7	11	24
Production	19	42	14	31	0	0	12	27
Technical	20	44	13	29	0	0	12	27
Journalism	15	33	13	29	2	4	15	33
Programming	17	38	14	31	1	2	13	29
Other	6	13	8	18	1	2	30	67
Without Native American Population								
Management	6	40	2	13	1	7	6	40
Production	6	40	3	20	0	0	6	40
Technical	5	33	3	20	0	0	7	47
Journalism	5	33	3	20	0	0	7	47
Programming	5	33	3	20	0	0	7	47
Other	3	20	3	20	0	0	9	60
Total With and Without Native American Population								
Management	21	35	16	27	4	7	17	28
Production	25	42	14	23	0	0	18	30
Technical	25	42	13	22	0	0	19	32
Journalism	20	33	13	22	2	3	22	37
Programming	22	37	14	23	1	2	20	33
Other	9	15	11	18	1	2	39	65

31) (continued)

With Native American Population

No positions available
Interested in all categories (with NR)
All possible (with NR)
If a position is open, anyone qualified would be considered for the job (with NR)
But only because we very seldom have any positions available (with likely marked along with unlikely marked in parentheses)
Provided position is open--we are equal opp. employer! (with very likely)
I'm answering for myself (with very likely)
[Station's name] objective is to have a work force of persons of both sexes who have a variety of skills, experience, racial, ethnic, economic and social backgrounds. We encourage applications from members of all groups and will pick people who are best qualified for the job to be done. (with NR)
We are an equal opportunity employer (with very likely)
We follow a vigorous EEO/affirmative action procedure. The fact that an applicant may be a Native American is irrelevant. (with NR)
If opening (with likely)
If approved for hiring

Without Native American Population

Any qualified person could be hired and would be given a chance
Cannot comment (with NR)
Qualified (with likely)
Qualified (with very likely)
Qualification is the criterion
Any of these positions would be filled by the most highly qualified applicant regardless of origin or nationality
All of these (with NR)
All positions go through search and screen committees

*II, IV Comment: See comment under question #27.

32) Would you prefer to hire a Native American who has completed training elsewhere or one who has been trained in your own station? (Please check only one)

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Completed qualified training elsewhere	19	42	6	40	25	42
Trained at own station	12	27	2	13	14	23
Either	8	18	4	27	12	20
NR	6	13	3	20	9	15

32) (continued)

Comments

With Native American Population

Depends on position--Native American heritage is irrelevant
No preference. Would depend on credentials/qualifications
No real choice
This is a hard one to answer, since the likelihood of us training someone at our own station is very slim. Obviously we would know them better. Actually, we would probably go either way.
Have attempted training programs in past; find difficult to administer with small staff--would prefer to hire individuals who can bring some outside experience to us.
Assuming the individual is qualified, it matters little where he or she received training
Either depending upon position, person
There are advantages to hiring someone who is already trained and making use of their skills, but sometimes it is preferable to train a person specifically to your station operation. Depending on the individual, previous training is slightly preferable.
Our small staff prohibits the time needed for proper training.
The network would find either one acceptable.
Due to red tape and low starting salary not able to obtain experienced people thus we end up having to train ourselves.
Actually, it doesn't matter if the training covers the required fundamentals.
It would depend on the ability of the person to do the job.
Would hire any qualified Native American
Would not make that much difference to us
I would hope basic training would be completed. We could participate in training grants for specific positions.
Small staff, 53 full-time employees. Budget restrictions make station funding for training difficult.
Doesn't matter
Training is very time consuming and costly
No real choice

Without Native American Population

No difference
Again, qualification is the criterion, regardless of where training took place.
Most positions require college level training--but actual on-the-job work experience is acceptable from anywhere

33) Do you have the resources necessary to train a Native American to work in your station?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	25	56	10	67	35	58
No	14	31	3	20	17	28
Other	2	4	0	0	2	3
NR	4	9	2	13	6	10

Note: Some comments were with "No," NR, and other responses

If not, what resources do you need?

With Native American Population

We are training one now on a CPB grant
Inadequate but getting better--(need) training grants for personnal and materials
Yes and no--depends upon type of position. Don't have the staff time to provide much formal training in complex positions such as engineering
The resources are training money
Training grants for personnel and materials
Depends upon type of position. Don't have the staff time to provide much formal training in complex positions such as engineering
Money. It costs money to train people and it costs money to pay them while they are being trained. We do not have any excess funds.
We are already understaffed, so staff time available for training up-n-comers is, for all practical purposes, non-existent
Do Native Americans require special resources? (with NR)
More and better trained personnel
At this point, money and space are the two resources we lack for training Native Americans or anyone else.
With limited payroll funds of small station, need to spend money on individuals who can carry full responsibilities. Will attempt other training programs in future, but for only one individual at a time.
Funding/staff time
Personnel for replacing time consumed. Workload here is such that we don't have time to release a person for training
Adequate staff
Outside agency or shared assistance
Larger staff to absorb additional supervisory and training functions. We have no training programs at this time.
Marginal at best. Need larger full-time staff
Possibly
[Station name] will soon be considering broadcast trainee positions.
Again we don't have enough money and training personnel.

33) (continued)

Without Native American Population

As part of regular training
Financial
CPB grants--not any local funds
Training personnel separate from staff
We would need a fully-funded training grant
We already run an intensive training program for students at [name] university desiring to work at the telecommunications center

34) What obstacles do you see to hiring or training Native Americans by your station?

With Native American Population

Hiring. No obstacles if they are best qualified applicant. Training--lack of staff time; lack of funds to pay trainees during the training period.
(1) financing, (2) gambling on inexperience, (3) effective recruiting
Availability of qualified applicants
Availability. Limited entry level in production positions due to close affiliation with telecommunications and film department at [University name]. Higher priority for other minorities
Time
No problem in hiring, but the same problem we have with everyone in training, we don't have the funds available to train
Funding
Qualification
Size of population
No obstacles to hiring highly trained people. No resources to accomplish training. (I assume you are not interested in unskilled or semi-skilled jobs--which are, of course, open to all.)
None other than as noted above (need larger staff to absorb additional supervisory/training functions)
Lack of qualified personnel, lack of motivated personnel, lack of funds
None
None
Lack of an open position (at present) and qualified applicants
The personnel requirements for each position that requires education level and prior experience and the various federal guidelines on grant employment
None--given qualifications for the job and willingness to do the work assigned. We would not "make work" to their (or anyone else's) special interest.
None
None
None
They must have FCC license prior to start of employment for tech. positions

34) (continued)

With Native American Population (continued)

None to hiring except to find qualified Native American applicants
None
Do not know of any
Lack of training grants and applicants living in the area
Obstacle to hiring--lack of qualified applicants. Obstacle to training--lack of staff time and funding
Having to use already over-extended staff to take time to train. No problem to hire--if qualified
Not any to mention
Low salaries; no applicants
Training--personnel for replacing time consumed. Workload there is such that we don't have time to release a person for training. None for hiring--provided we have vacancies
New positions not authorized
Limited funds
Availability of trained person; receiving approval for adding a defined position to organization
None--we have had good experience
School district hiring/financial situation--Proposition 13
None
More to hiring except to find qualified Native American applicants

Without Native American Population

None
None other than very little turnover in personnel
Time and manpower--not presently training
Lack of any full-time positions--extremely small turnover of employees--we "upgrade" our part-timers and fellowship personnel into the full-time jobs when and if they are available
None
Same as hiring or training any others
None other than getting applications from qualified candidates
None
None other than budget
Absence of Native Americans in our coverage area
We need to hire only highly qualified personnel because our small staff and inability to expand it at this time because of financial restraints and lack of facilities and equipment

SECTION V

RESPONDENTS

Tribal Media Questionnaire

Respondents

Kaibab - Paiute
Arizona, Fredonia

Hualapai
Arizona, Peach Springs

San Carlos Apache Tribe
Arizona, San Carlos

Salt River Pima - Maricopa Indian Community
Arizona, Scottsdale

Havasupai
Arizona, Supai

White Mountain Apache Tribe
Arizona, Whiteriver

Navajo
Arizona, Window Rock

Morongo Band of Mission Indians
California, Banning

Big Pine Band of Paiute/Shoshone Indians
California, Big Pine

Utu Utu Gwaitu Paiute Tribe
California, Bishop

Fort Bidwell Paiutes (Gidutikad)
California, Fort Bidwell

San Manuel Band of Mission Indians
California, Highland

Hoopa
California, Hoopa

Cabazon Band of Chemehuevi/Cahuilla Indians
California, Indio

Cuyapaipe
California, Jacumba

Yurok, Karok and Tolowa Tribes (Humboldt and Del Norte Co. Indians)
California, Klamath

Respondents (continued)

Lake Mewok
California, Middletown

Pauma Band of Mission Indians - L[illegible]
California, Pauma Valley

Cortina Band of Indians
California, Sac

Susanville (Paiute)
California, Susanville

Seminole Tribe of Florida, Inc.
Florida, Hollywood

Miccosukee Tribe of Indians of Florida
Florida, Miami

Shoshone - Bannock
Idaho, Fort Hall

Chitimacha Tribe of Louisiana
Louisiana, Charenton

Association of Aroostook Indians - Malecite-Micmac Tribes
Maine, Houlton

Bay Mills Chippewa Indians
Michigan, Sault Ste. Marie

Sault Ste. Marie Tribe of Chippewa Indians
Michigan, Sault Ste. Marie

Potawatami
Michigan, Wilson

Prarie Island Community Council
Minnesota, Bemidji

Minnesota Chippewa Tribe - Leech Lake Reservation
Minnesota, Cass Lake

Fond du Lac Reservation, Minnesota Chippewa Tribe
Minnesota, Cloquet

Minnesota Chippewa Tribe - White Earth Reservation
Minnesota, White Earth

Mississippi Band of Choctaw Indians
Mississippi, Philadelphia

Respondents (continued)

Chippewa - Cree
Montana, Box Elder

Fort Belknap Indian Community - Cros Veatre and Assiniboine Tribes
Montana, Harlem

Confederated Salish and Kootenai Tribes of the Flathead Reservation, Montana
Montana, Pablo

Santee Sioux Tribe of Nebraska
Nebraska, Niobrara

Duckwater Shoshone Tribe
Nevada, Duckwater

Te-Moak Bands Western Shoshone
Nevada, Elko

Pyramid Lake Paiute
Nevada, Nixon

Santa Clara Pueblo (Tewa)
New Mexico, Espanola

Mescalero Apache Tribe
New Mexico, Mescalero

Picuris
New Mexico, Penasco

Pueblo of Zia
New Mexico, San Usidro

Zuni Tribe
New Mexico, Zuni

Tonawanda Band of Senecas
New York, Basom

Ft. Sill Apache
Oklahoma, Anadarko

Wichita Tribe and Affiliates (Waco - Keechi, Tawakoni)
Oklahoma, Andarko

Caddo
Oklahoma, Binger

Cheyenne - Arapaho Tribes of Oklahoma
Oklahoma, Concho

Respondents (continued)

Choctaw
Oklahoma, Hugo

Eastern Shawnee
Oklahoma, Miami

Creek (Muskogee)
Oklahoma, Okmulgee

Seminole
Oklahoma, Wewoka

Umatilla
Oregon, Pendleton

Sisseton, Wahpeton S ux
South Dakota, Sisset

Yankton Sioux Tribe
South Dakota, Wagner

Muckleshoot
Washington, Auburn

Port Gamble K'allam ibe
Washington, Kingston

Skagit System Cooper ive (Three tribes--Swinomish, Upper Skagit, Sauk-Suiattle)
Washington, La Conne

Colville Confederate Tribes
Washington, Nespelem

Skokomish
Washington, Shelton

Suquamish Tribe
Washington, Suquamis

Shoalwater Bay India Tribe
Washington, Tokeland

Spokane Tribe of Ind ns
Washington, Wellpoin

Oneida
Wisconsin, Depere

Lac Courte Oreilles
Wisconsin, Hayward

Respondents (continued)

Wisconsin Winnebago
Wisconsin, Nekoosa

St. Croix
Wisconsin, Webster

Shoshone
Wyoming, Ft. Washakie

	Number of Responses by State	
California	13	Banning, Big Pine, Bishop, Fort Bidwell, Highland Hoopa, Indio, Jacumba, Klamath, Middletown, Pauma Valley, Sac, Susanville
Oklahoma	8	Anadarko (2), Binger, Concho, Hugo, Miami, Okmulg Wewoka
Washington	8	Auburn, Kingston, La Conner, Nespelem, Shelton, Suquamish, Tokeland, Wellpoint
Arizona	7	Fredonia, Peach Spring, San Carlos, Scottsdale, Supai, Whiteriver, Window Rock
New Mexico	5	Espanola, Mescalero, Penasco, San Usidro, Zuni
Minnesota	4	Bemidji, Cass Lake, Cloquet, White Earth
Wisconsin	4	Depere, Hayward, Nekoosa, Webster
Michigan	3	Sault Ste. Marie (2), Wilson
Montana	3	Box Elder, Harlem, Pablo
Nevada	3	Duckwater, Elko, Nixon
Florida	2	Hollywood, Miami
South Dakota	2	Sisseton, Wagner
Idaho	1	Fort Hall
Louisiana	1	Charenton
Maine	1	Houlton
Mississippi	1	Philadelphia
Nebraska	1	Niobrara
New York	1	Basom
Oregon	1	Pendleton
Wyoming	1	Ft. Washakie

Urban Center Media Questionnaire

Respondents

Mauneluk Association
Alaska, Kotzebue

Native Americans for Community Action
Arizona, Flagstaff

Phoenix Indian Center
Arizona, Phoenix

California, Los Angeles

San Bernardino Indian Center
California, San Bernardino

California (Questionnaire not signed. Address from postmark)

Native American Committee
Illinois, Chicago

Maryland, Baltimore

Boston Indian Council
Massachusetts, Jamaica Plains

A Bridge Between Two Worlds
Michigan, Lansing

Michigan Indian Benefit Assn.
Michigan, Lansing

Minneapolis Regional Native American Center
Minnesota, Minneapolis

Heart of American Indian Center
Missouri, Kansas City

American Indian Cultural Center
Missouri, St. Louis

Buffalo North American Indian Culture Center
New York, Buffalo

American Indian Community House
New York, New York

North American Indian Center
New York, Syracuse

Respondents (continued)

North Dakota, Bismarck

Oklahoma, Holdenville

Oklahoma, Lawton

Native American Coalition of Tulsa
Oklahoma, Tulsa

Cleveland American Indian Center (CAUC)
Ohio, Cleveland

Tacoma Indian Center
Washington, Tacoma

United Indian Assn. of Central Washhington
Washington, Yakima

Indian Urban Affairs Council
Wisconsin, Milwaukee

Number of Responses by State

California	3	Los Angeles, San Bernardino, (? city)
New York	3	Buffalo, New York, Syracuse
Oklahoma	3	Holdenville, Lawton, Tulsa
Arizona	2	Flagstaff, Phoenix
Michigan	2	Lansing, Michigan Assn.
Missouri	2	Kansas City, St. Louis
Washington	2	Tacoma, Yakima
Alaska	1	Kotzebue
Illinois	1	Chicago
Maryland	1	Baltimore
Massachusetts	1	Boston
Minnesota	1	Minneapolis
North Dakota	1	Bismarck
Ohio	1	Cleveland
Wisconsin	1	Milwaukee

Public Television Questionnaire

Respondents

Alabama Public TV Network
Alabama, Birmingham

KAKM-TV
Alaska, Anchorage

KAET-TV
Arizona, Tempe

KUAT-TV
Arizona, Tucson

KEET-TV
California, Eureka

KOCE-TV
California, Huntington Beach

KLCS-TV
California, Los Angeles

KVIE-TV
California, Sacramento

KPBS-TV
California, San Diego

KQED-TV
California, San Francisco

KTEH-TV
California, San Jose

KTSC/Ch. 8
Colorado, Pueblo

WJCT-TV
Florida, Jacksonville

WLRN-TV
Florida, Miami

KHET-TV
Hawaii, Honolulu

KAID-TV
Idaho, Boise

KBGL-TV
Idaho, Pocatello

WTIU-TV
Indiana, Bloomington

WFYI-TV
Indiana, Indianapolis

WIPB-TV
Indiana, Muncie

Iowa Public Broadcasting
Iowa, Des Moines

KTWU/Ch. 11
Kansas, Topeka

Louisiana Public Broadcasting
Louisiana, Baton Rouge

WCBB-TV
Maine, Lewiston

WMEB-TV (Maine Public Broadcasting Network)
Maine, Orono

WGBY-TV
Massachusetts, Springfield

KTCA-TV
Minnesota, St. Paul

Mississippi ETV
Mississippi, Jackson

KCPT-TV
Missouri, Kansas City

KETC-TV
Missouri, St. Louis

NETV-TV
Nebraska, Lincoln

WCNY-TV
New York, Liverpool

WXXI-TV
New York, Rochester

KLVX-TV
Nevada, Las Vegas

WOUB-TV
Ohio, Athens

WCET-TV
Ohio, Cincinnati

WOSU-TV
Ohio, Columbus

WPTD/WPTV
Ohio, Dayton

WNEO-TV
Ohio, Kent

WGTE-TV
Ohio, Toledo

KSYS-TV
Oregon, Medford

OEPBS
Oregon, Portland

WLVT-TV
Pennsylvania, Bethlehem

WQLN-TV
Pennsylvania, Erie

WJWJ-TV
South Carolina, Beaufort

SCETV Network
South Carolina, Columbia

KUSD-TV
South Dakota, Vermillion

WTCI-TV
Tennessee, Chattanooga

WSJK-TV
Tennessee, Knoxville

WKNO-TV
Tennessee, Memphis

WDCN-V
Tennessee, Nashville

KLRN-TV
Texas, Austin

KAMU-TV
Texas, College Station

KUHT-TV
Texas, Houston

KBYU-TV
Utah, Provo

WBRA-TV
Virginia, Roanoke

KSPS-TV
Washington, Spokane

WSWP-TV
West Virginia, Beckley

Wisconsin Network
Wisconsin, Madison

WMVS-TV
Wisconsin, Milwaukee

Respondents by State

California	7	Eureka, Huntington Beach, Los Angeles, Sacramento, San Diego, San Francisco, San Jose
Ohio	6	Athens, Cincinnati, Columbus, Dayton, Kent, Toledo
Tennessee	4	Chattanooga, Knoxville, Memphis, Nashville
Indiana	3	Bloomington, Indianapolis, Muncie
Texas	3	Austin, College Station, Houston
Arizona	2	Tempe, Tucson
Florida	2	Jacksonville, Miami
Idaho	2	Boise, Pocatello
Maine	2	Lewiston, Orono
Missouri	2	Kansas City, St. Louis
New York	2	Liverpool, Rochester
Oregon	2	Medford, Portland
Pennsylvania	2	Bethlehem, Erie
South Carolina	2	Beaufort, Columbia
Wisconsin	2	Madison, Milwaukee
Alabama	1	Birmingham
Alaska	1	Anchorage
Colorado	1	Pueblo
Hawaii	1	Honolulu
Iowa	1	Des Moines
Kansas	1	Topeka
Louisiana	1	Baton Rouge

Respondents by State (continued)

Massachusetts	1	Springfield
Minnesota	1	St. Paul
Mississippi	1	Jackson
Nebraska	1	Lincoln
Nevada	1	Las Vegas
South Dakota	1	Vermillion
Utah	1	Provo
Virginia	1	Roanoke
Washington	1	Spokane
West Virginia	1	Beckley

NATIVE AMERICAN PUBLIC BROADCASTING CONSORTIUM
TRIBAL MEDIA QUESTIONNAIRE

1) What is the name of your tribe? _____ _____

2) How many tribal members do you have? _____

3) How many are urban or city residents? _____
How many are reservation or rural residents? _____

4) Is your tribal land area: _____ a reservation
_____ a federal trust
_____ other (Please specify) _____

5) What percent (%) of the homes in your tribal land area have electricity?
_____ 100% _____ 75% _____ 50% _____ 25% _____ Other (Please Specify)

6) What percent (%) of the homes have television sets?
_____ 100% _____ 75% _____ 50% _____ 25% _____ Other (Please specify)

7) Do you receive programs from a public educational television (PBS) station?
_____ Yes _____ No

8) If yes, how is the reception?
_____ Good most of the time
_____ Good some of the time
_____ Bad most of the time

9) What percent (%) of homes have radios?
_____ 100% _____ 75% _____ 50% _____ 25% _____ Other (Please specify)

10) Do you receive programs from a public educational radio (NPR) station?
_____ Yes _____ No

11) If yes, how is the reception?
_____ Good most of the time
_____ Good some of the time
_____ Bad most of the time

12) Do you have cable television service?
_____ Yes _____ No

13) What percent (%) of homes have cars or trucks equipped with CB radios?
_____ 100% _____ 75% _____ 50% _____ 25% _____ % (Please estimate)

14) List the type of media equipment available in your tribal land area:

a) Tape recorders
_____ Cassette
_____ Reel-to-Reel
_____ 8-Track cartridge

b) Videocassette

	Color	Black/White
	_____ 3/4"	_____ 3/4"
	_____ 1/2"	_____ 1/2"

_____ Camera
_____ Monitor (T.V. set)
_____ Record/Playback unit

c) 35mm Slide
_____ Camera
_____ Carousel slide projector
_____ Hand operated slide projector

d) Super 8 Film
_____ Camera - Sound _____ Silent_____
_____ Projector - Sound _____ Silent_____
_____ Film editor

e) 16 mm Film
_____ Camera
_____ Projector
_____ Film editor

f) Other
_____ Closed-circuit television
_____ Overhead projector
_____ Filmstrip projector
_____ Other (Please specify) _____

15) What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment?
Position: _____

16) Are there plans to purchase more equipment?
_____ Yes _____ No _____ Don't know

If yes, what kind? (Please specify)
_____

17) Is there a media specialist available to help run the equipment?
_____ Yes _____ No _____ Don't know

18) Is there a media specialist to help with your productions?
_____ Yes _____ No _____ Don't know

19) Are there funds available to pay a media specialist?
_____ Yes _____ NO _____ Don't know

20) Would you like to see someone from your tribe trained to operate media equipment or to produce or assist with productions?
_____ Yes _____ No _____ Maybe

If yes, who would that person most likely be?
_____ Teacher _____ Member of tribal council
_____ College or Jr. College student _____ Other (Please specify)

21) Are there people in your tribal land area who would like to work in media?
_____ Yes _____ No

If yes, how many and in what areas?

Area	Number with Training	Number without Training
_____ Public Educational TV	_____	_____
_____ Public Radio	_____	_____
_____ Media Specialist	_____	_____
_____ Other (Please specify)	_____	_____

22) How could we contact people in your tribal land area who would like to train in media?

_____

_____

23) How could we contact people in your tribal land area who are already trained and are looking for work?

_____

_____

24) What percent of the children in your tribal land area attend the following types of schools?

_____ % BIA
_____ % Mission
_____ % Public
_____ % Contract
_____ % BIA/Public
_____ % Other (Please specify) _____

25) Do you use programs about Native Americans with school children?

_____ Yes _____ No

a) If yes, with _____ Elementary children
_____ Secondary children

b) If yes, what type of media are used?

Video	Audio
_____ 16 mm film	_____ Audiocassette
_____ 1/2" videocassette	_____ Reel-to-reel
_____ 3/4" videocassette	_____ Cartridge
_____ 35 mm slide	
_____ Filmstrip	

26) Would you like to see more programs about Native Americans developed for school children?

_____ Yes _____ No

If yes, in what media? Indicate "1" most preferred; "2" second most preferred.

Video	Audio
_____ 16 mm film	_____ Audiocassette
_____ 1/2" videocassette	_____ Reel-to-reel tape recorder
_____ 3/4" videocassette	_____ Cartridge tape recorder
_____ 35 mm slide	
_____ Filmstrip	

27) Are there funds to rent programs for school use?

_____ Yes _____ No

28) a. What do you feel is the most important program topic to be developed for Native American children?

_____

_____

_____

b. What is the second most important program topic?

_____

_____

_____

29) a. What is the most important program topic to be developed for Native American adults?

_____

_____

_____

b. What is the second most important program topic?

_____

_____

_____

30) a. What is the most important program topic to be developed for elderly Native Americans?

_____

_____

_____

b. What is the second most important program topic?

_____

_____

_____

31) How do most people in your tribal land area get information about Native American issues?

_____ Newspaper
_____ Tribal bulletin board or newsletter
_____ Commercial television
_____ Public educational television
_____ Public educational radio
_____ Commercial radio
_____ Other (Please specify)_____

32) Do you receive programs in your native tongue?

_____ Yes _____ No

If yes, is it on:

_____ Local commercial television
_____ Local commercial radio
_____ Other (Please specify_____
_____ Local public educational television
_____ Local public radio

33) Does your tribe have an office or staff working in media?

_____ Yes, very active _____ Yes, but not very active _____ No

If yes, what services does it provide?

_____ Tribal promotion
_____ News dissemination
_____ Other (Please specify)_____
_____ Production
_____ Clearing house for outside media

34) Which of the following would be the most preferred way to receive a regional/national Native American news program: (Check one)

_____ Public educational television
_____ Public radio
_____ CB radio

35) If there are media services you need that we have not asked about, please describe:

_____

_____

_____

_____

_____

_____

36) Would your tribe like to receive the Native American Public Broadcasting Consortium newsletter?

_____ Yes _____ No

If yes, please tell us where we can mail it:

_____ Name (Person/Title)
_____ Tribe
_____ Address
_____ City/State/Zip Code
_____ Phone Number

Thank you for your assistance in completing this questionnaire. We will mail the results of this survey to the above address by November 30, 1978.

Return this questionnaire by October 10, 1978 to:

Native American Public Broadcasting Consortium
P.O. Box 83111
Lincoln, NE 68501

Phone (402) 472-3522

NATIVE AMERICAN PUBLIC BROADCASTING CONSORTIUM
URBAN CENTER MEDIA QUESTIONNAIRE

1) What primary urban tribal populations do you serve?

	Name of Tribe	Approximate Number
1)	_____	_____
2)	_____	_____
3)	_____	_____
4)	_____	_____
5)	_____ (Please Specify)	_____

2) How large is the urban area you serve?
_____ Under 10,000
_____ 10,000 - 50,000
_____ 50,000 and over

3) What percent (%) of the homes in your community service area have electricity?
_____ 100% _____ 75% _____ 50% _____ 25% _____% Other (Please Specify)

4) What percent (%) of the homes have television sets?
_____ 100% _____ 75% _____ 50% _____ 25% _____% Other (Please Specify)

5) Do you receive programs from a public educational television (PBS) station?
_____ Yes _____ No

6) If yes, how is the reception?
_____ Good most of the time
_____ Good some of the time
_____ Bad most of the time

7) What percent (%) of homes have radios?
_____ 100% _____ 75% _____ 50% _____ 25% _____% Other (Please Specify)

8) Do you receive programs from a public educational radio (NPR) station?
_____ Yes _____ No

9) If yes, how is the reception?
_____ Good most of the time
_____ Good some of the time
_____ Bad most of the time

10) Do you have cable television service?
_____ Yes _____ No

11) What percent (%) of homes have cars or trucks equipped with CB radios?
_____ 100% _____ 75% _____ 50% _____ 25% _____ Other (Please Specify)

12) List the type of media equipment available in your tribal land area:
a) Tape recorders
_____ Cassette
_____ Reel-to-Reel
_____ 8-Track Cartridge

b) Videocassette

Color	Black/White
_____ 3/4"	_____ 3/4"
_____ 1/2"	_____ 1/2"

_____ Camera
_____ Monitor (T.V. set)
_____ Record/Playback unit

c) 35mm Slide
_____ Camera
_____ Carousel slide projector
_____ Hand operated slide projector

d) Super 8 Film
_____ Camera Sound _____ Silent _____
_____ Projector Sound _____ Silent _____
_____ Film editor

e) 16mm Film
_____ Camera
_____ Projector
_____ Film editor

f) Other
_____ Closed-circuit television
_____ Overhead projector
_____ Filmstrip projector
_____ Other (Please specify)_____

13) What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment?
Position: _____

14) Are there plans to purchase more equipment?
_____ Yes _____ No _____ Don't know

If yes, what kind? (Please specify)
_____

15) Is there a media specialist available to help run the equipment?
_____ Yes _____ No _____ Don't know

16) Is there a media specialist to help with your productions?
_____ Yes _____ No _____ Don't know

17) Are there funds available to pay a media specialist?
_____ Yes _____ No _____ Don't know

18) Would you like to see someone from your community center trained to operate media equipment or to produce or assist with productions?
_____ Yes _____ No _____ Maybe

If yes, who would that person most likely be?
_____ Teacher _____ Member of urban center staff
_____ College or Jr. College student _____ Other (Please specify)

19) Are there people in your community center who would like to work in media?
_____ Yes _____ No

If yes, how many and in what areas?

Area	Number with Training	Number without Training
_____ Public Educational TV	_____	_____
_____ Public Radio	_____	_____
_____ Media Specialist	_____	_____
_____ Other (Please specify)	_____	_____

20) How could we contact people in your community center area who would like to train in media?

_____

_____

21) How could we contact people in your community center area who are already trained and are looking for work?

_____

_____

22) What percent of the children in your community center area attend the following types of schools?

_____ % BIA _____ % Contract
_____ % Mission _____ % BIA/Public
_____ % Public _____ % Other (Please specify) _____

23) Do you use programs about Native Americans with school children?
_____ Yes _____ No

a) If yes, with _____ Elementary children
_____ Secondary children

b) If yes, what type of media are used?

Video	Audio
_____ 16mm film	_____ Audiocassette
_____ 1/2" videocassette	_____ Reel-to-reel
_____ 3/4" videocassette	_____ Cartridge
_____ 35mm slide	
_____ Filmstrip	

24) Would you like to see more programs about Native Americans developed for school children?
_____ Yes _____ No

If yes, in what media? Indicate "1" most preferred; "2" second most preferred.

Video	Audio
_____ 16mm film	_____ Audiocassette
_____ 1/2" videocassette	_____ Reel-to-reel tape recorder
_____ 3/4" videocassette	_____ Cartridge tape recorder
_____ 35mm slide	
_____ Filmstrip	

25) Are there funds to rent programs for school use?
_____ Yes _____ No

26) a) What do you feel is the most important program topic to be developed for Native American children?

_____
_____
_____

b) What is the second most important program topic?

_____
_____
_____

27) a) What is the most important program topic to be developed for Native American adults?

_____
_____
_____

b) What is the second most important program topic?

_____
_____
_____

28) a) What is the most important program topic to be developed for elderly Native Americans?

_____
_____
_____

b) What is the second most important program topic?

_____
_____
_____

29) How do most people in your community center area get information about Native American issues?

_____ Newspaper
_____ Tribal bulletin board or newsletter
_____ Commercial television
_____ Public educational television
_____ Public educational radio
_____ Commercial radio
_____ Other (Please specify) _____

30) Do you receive programs broadcast in the Native American tongue?

_____ Yes _____ No

If yes, is it on:

_____ Local commercial television
_____ Local commercial radio
_____ Other (Please specify) _____
_____ Local public educational television
_____ Local public radio

31) Does your center have a staff working in media?

_____ Yes, very active _____ Yes, but not very active _____ No

If yes, what services does it provide?

_____ Tribal promotion
_____ News dissemination
_____ Other (Please specify) _____
_____ Production
_____ Clearing house for outside media

32) Which of the following would be the most preferred way to receive a regional/national Native American news program: (Check one)

_____ Public educational television
_____ Public radio
_____ CB radio

33) If there are media services you need that we have not asked about, please describe:

_____
_____
_____
_____
_____
_____

34) Would your center like to receive the Native American Public Broadcasting Consortium newsletter?

_____ Yes _____ No

If yes, please tell us where we can mail it:

_____ Name (Person/Title)
_____ Tribe
_____ Address
_____ City/State/Zip Code
_____ Phone Number

Thank you for your assistance in completing this questionnaire. We will mail the results of this survey to the above address by November 30, 1978.

Please, return this questionnaire by November 3, 1978 to:

Native American Public Broadcasting Consortium
P.O. Box 83111
Lincoln, NE 68501

Phone (402) 472-3522

NATIVE AMERICAN PUBLIC BROADCASTING CONSORTIUM

PUBLIC TELEVISION QUESTIONNAIRE

Programming

1) Is there a Native American population within your licensee broadcast signal coverage area?
_____ Yes _____ No

If yes,

a) What is (are) the name (s) of the tribe (s)? _____

_____

b) How large is this Native American population? (Please estimate.)
_____ 1 - 999
_____ 1,000 - 4,999
_____ 5,000 - 19,999
_____ 20,000 and over

c) Is this Native American population
_____ Predominantly urban?
_____ Predominantly rural?

d) What percentage (%) of your viewership is Native American? (Please estimate.)
_____ 100% _____ 75% _____ 50% _____ 25%
_____ % (Other)

2) When did you broadcast your most recent program of special interest to Native Americans?

	Time of Day	Day of Week
_____ Past week	_____	_____
_____ Past month	_____	_____
_____ Past six months	_____	_____
_____ Past year	_____	_____
_____ Other (Please specify:) _____	_____	_____

3) What was the source?
_____ PBS
_____ NAPBC
_____ Regional network
_____ Local production
_____ Other (Please specify:) _____

4) Approximately how many hours of programming of special interest to Native Americans do you normally schedule?
_____ hours per _____ (week, month, year)

5) How do you decide whether or not to book programs of special interest to Native Americans? (Please indicate your first choice with a "1"; your second choice with a "2".
_____ Overall quality
_____ General viewership interest
_____ Native American audience potential
_____ Other (Please specify:) _____

Comments: _____

6) What is your station's criteria for determining the quality of programming of special interest to Native Americans? Please comment.

a) Documentary _____

b) Public affairs _____

c) Realistic drama/docu-drama _____

d) Arts and culture _____

e) Sporting events _____

7) If you have previously broadcast Native American programming, what was the audience response?

Very Positive	Somewhat Positive	No Response	Somewhat Negative	Very Negative
☐	☐	☐	☐	☐

Comments: _____

8) What form of ascertainment do you use to determine a need for Native American programming in your broadcast area? _____

9) What Native American program topics are of greatest interest to your viewership? Please indicate with a "1" your first choice and with a "2" your second choice.

_____ Indian culture/heritage
_____ Indian arts (i.e. music, dance)
_____ Indian social issues (i.e. health, education)
_____ Indian political issues (i.e. water, land rights)
_____ Skills (i.e. job seeking)
_____ Consumer interests
_____ Current Indian news program
_____ Other (Please specify:) _____

10) How has your station been most successful in promoting Native American or other minority programming? _____

_____

_____

_____

11) Have you received the NAPBC catalog?
_____ Yes _____ No ☐ Please check if you would like to receive one.

If yes,

a) If yes, who has access to--or uses it?

_____ Department _____ Person's name

b) Please rate the ease of use:

Very easy to use	Moderately easy to use	Somewhat easy to use	Not easy to use
☐	☐	☐	☐

Comments: _____

_____

_____

c) Does the catalog provide sufficient information?
_____ Yes _____ No

Comments: _____

_____

d) How could the catalog be improved? _____

_____

_____

12) Have you used the NAPBC library?
_____ Yes _____ No

a) If yes, please rate the NAPBC service:

Excellent	Good	Average	Below Average	Poor
▱	▱	▱	▱	▱

b) If yes, please rate the NAPBC programming quality:

Excellent	Good	Average	Below Average	Poor
▱	▱	▱	▱	▱

Comments: _____

_____

_____

13) What improved library services could the NAPBC provide to encourage you to increase Native American program bookings? (Please indicate your first choice with a "1", your second choice with a "2".

_____ Increased awareness of available programming
_____ Greater booking ease
_____ Greater number of available programs
_____ Provide program promotional materials
_____ Other (Please specify:) _____

_____

_____

14) Has your station recently (within the past three years) produced or does it plan to produce any programs of special interest to Native Americans?

_____ Yes _____ No

If yes, please provide the following information:

Program #1:

a) Title _____

Producer/Director _____

Completion Date _____ (month, year)

Topic (history, art, etc.) _____

Type (drama, documentary, etc.) _____

Length _____ 15 minute _____ 30 minute _____ 60 minute _____ Other minutes (Please specify)

Production Format

_____ Live
_____ Film
_____ 2" Quad
_____ 1" VT
_____ 3/4" VT
_____ Other (Please Specify)

Program Format

_____ Continuing
  _____ Daily
  _____ Weekly
  _____ Monthly
  _____ Other (Please Specify) _____
_____ One time
  _____ Single program
  _____ Series (Please Specify)
    _____ # programs

b) What is its broadcast audience potential? (Check one only.)

_____ Local _____ Regional _____ National

c) Does it meet FCC broadcast "blanking" standards?
_____ Yes _____ No _____ Don't know
Comments: _____

_____

_____

d) Is it available for NAPBC distribution?
_____ Yes _____ Maybe _____ No

If yes or maybe, who holds the rights to it? _____

_____

_____

Program #2:

a) Title _____
Producer/Director _____
Completion Date _____ (month, year)
Topic (history, art, etc.) _____
Type (drama, documentary, etc.) _____
Length _____ 15 minute _____ 30 minute _____ 60 Minute _____ Other minutes (Please Specify)

Production Format
_____ Live
_____ Film
_____ 2" Quad
_____ 1" VT
_____ 3/4" VT
_____ Other (Please Specify)

Program Format
_____ Continuing
_____ Daily
_____ Weekly
_____ Monthly
_____ Other (Please Specify) _____
_____ One time
_____ Single program
_____ Series (Please Specify)
_____ # programs

b) What is its broadcast audience potential? (Check one only.)

_____ Local _____ Regional _____ National

c) Does it meet FCC broadcast "blanking" standards?
_____ Yes _____ No _____ Don't know
Comments: _____

_____

_____

d) Is it available for NAPBC distribution?
_____ Yes _____ Maybe _____ No

If yes or maybe, who holds the rights to it? _____

_____

_____

NOTE: If your station has produced or will produce more than two programs of special interest to Native Americans, please attach a sheet noting the above information.

15) If your station has not produced any programs of special interest to Native Americans, please tell us why not, noting the problems you have experienced:

_____

_____

_____

16) What would encourage your station to produce programs of special interest to Native Americans?

_____

_____

_____

17) What are your production capabilities?

_____ Studio

_____ Remote
_____ Film
_____ Tape
_____ Mini-camera

18) What is your primary broadcast format?
_____ 2" Quad
_____ 1" VT
_____ 3/4" VT
_____ Other (Please Specify:) _____

19) What other broadcast formats do you use? _____

_____

20) Are you considering changing your primary broadcast format?
_____ Yes _____ Maybe _____ No

If yes or maybe please indicate:

Format	Anticipated date of change
_____ Film	_____
_____ Quad	_____
_____ 1" VT	_____
_____ 3/4" VT	_____
_____ 1/2" VT	_____
_____ Videodisc	_____
_____ Other (Please Specify:) _____	_____

Comments: _____

_____

_____

21) Is your station interested in contract production?

_____ Yes _____ No

Comments: _____

_____

_____

22) Who provides production staffs?

_____ Your station _____ Outside Contractor _____ Negotiable

Comments: _____

_____

_____

23) Who maintains administrative control of production grants?

_____ Your station _____ Outside Contractor _____ Negotiable

Comments: _____

_____

_____

24) Who controls distribution rights?

_____ Your station _____ Outside Contractor _____ Negotiable

Comments: _____

_____

_____

25) What production assistance services could the NAPBC provide your station?

	Great Need	Some Need	Little Need	None
Locating funding sources	____	____	____	____
Writing/developing proposals	____	____	____	____
NAPBC administering grants				
NAPBC--Co-grants	____	____	____	____
NAPBC--Sub-grants	____	____	____	____
Native American production personnel	____	____	____	____
Native American consultants	____	____	____	____

Thank you for your assistance in completing this questionnaire. We will mail the results to the below address by December 15, 1978.

_____ Name/Position of person completing questionnaire

_____ Station

_____ Address

_____ City/State/Zip Code _____ Phone number

Personnel

26) Do you now have or have you ever had any Native American employees or trainees on your staff?

_____ Yes _____ No

If yes, please provide the following information:

POSITION	DATES ON STAFF	FUNDING SOURCE	SEX	PERFORMANCE				
				Excel-lent	Very Good	Aver-age	Below Avg.	Poor
_____	_____	_____	___	___	___	___	___	___
_____	_____	_____	___	___	___	___	___	___
_____	_____	_____	___	___	___	___	___	___
_____	_____	_____	___	___	___	___	___	___

27) Do you currently have positions that could be filled by qualified Native Americans?

_____ Yes _____ No

If yes, please provide the following information:

	Position	No.	Training/ Experience	Type of Position Full-time	Part-time
Management	_____	___	_____	___	___
Production	_____	___	_____	___	___
Technical	_____	___	_____	___	___
Journalism	_____	___	_____	___	___
Programming	_____	___	_____	___	___
Other	_____	___	_____	___	___

28) Who does the hiring for each type of position?

Management _____

Production _____

Technical _____

Journalism _____

Programming _____

Other (Please Specify:) _____

_____

29) Please check the most effective method for recruiting people to fill available positions?

_____ In-house posting
_____ Word-of-mouth
_____ Professional meetings
_____ Professional publications (PACT)
_____ Other (Please specify:) _____

30) If the NAPBC developed a training program for Native Americans in the media, which location would be best? (Check one only)

_____ At a central national facility
_____ At regional facilities
_____ At individual PTV stations (and/or transmitters) located near Native American populations
_____ Other (Please Specify:) _____

31) Please indicate below for each employment category how likely it is that you would offer a permanent position to a qualified Native American?

Employment Category	Very Likely	Likely	Unlikely
Management	____	____	____
Production	____	____	____
Technical	____	____	____
Journalism	____	____	____
Programming	____	____	____
Other (Please Specify:)_____	____	____	____

32) Would you prefer to hire a Native American who has completed training elsewhere or one who has been trained in your own station? (Please check only one.)

_____ Completed qualified training elsewhere
_____ Trained at own station

Comments: _____

_____

_____

33) Do you have the resources necessary to train a Native American to work in your station?
_____ Yes _____ No

If not, what resources do you need?

_____

_____

_____

34) What obstacles do you see to hiring or training Native Americans by your station?

_____

_____

_____

Thank you for your assistance in completing this questionnaire. We will mail the results to the below address by December 15, 1978.

_____ Name/Position of person completing questionnaire
_____ Station
_____ Address
_____ City/State/Zip Code
_____ Phone number

Please return this questionnaire by November 3, 1978 to:

Native American Public Broadcasting Consortium
P. O. Box 83111
Lincoln, Ne. 68501

Phone (402) 472-3522